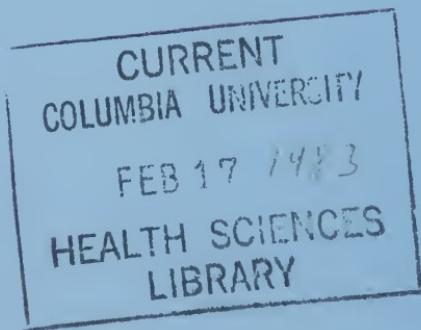


The Faculty of Medicine  
SCHOOL OF NURSING

Shelfed (M) Collection

# Columbia University Bulletin



1982-1984

**To Communicate with the School**

**ADDRESS INQUIRIES TO:**

School of Nursing  
630 West 168th Street  
New York, N.Y. 10032

**Telephone:**

(Area code 212) 694-5756

**Application Form:**

See page 77 of this bulletin.

Serial  
C  
1982-1984  
Spec-6011  
H-3011

---

**Postmaster: Send change of address to Columbia University Bulletin, School of Nursing, 630 West 168th Street, New York, N.Y. 10032.**

*Columbia University Bulletin (USPS 123820) • Volume 16 • Number 16 • September 1982*

Published once a month in January, February, March, May, and September; twice a month in April, June, and July; five times a month in August, for sixteen consecutive issues, by Columbia University, New York, N.Y. 10027. Second class postage paid at New York, N.Y.

The Faculty of Medicine  
School of Nursing

# Columbia University Bulletin

Baccalaureate Program in Nursing  
Master's Program in Clinical Nursing

**1982-1984**

# Contents

---

<b>The School of Nursing</b>	<b>4</b>								
History and Philosophy, 4.	Programs of Study, 5.	Teaching Facilities, 6.	Student Life, 7.	Statement of Nondiscriminatory Policies, 9.					
<b>Registration, Expenses, and Other Information</b>	<b>11</b>								
Registration, 11.	Auditing Courses, 11.	Regulations, 12.	Grades, 12.	Fees, 13.	Application or Renewal of Application for a Degree, 15.	Requests for Transcripts, 16.	Estimated Expenses, 16.	Financial Aid, 17.	Awards and Prizes, 20.
<b>The Baccalaureate Program</b>	<b>22</b>								
<b>Summary of the Program</b>	<b>24</b>								
<b>Admission to the Baccalaureate Program</b>	<b>27</b>								
<b>Degree Requirements of the Baccalaureate Program</b>	<b>31</b>								
<b>The Graduate Program</b>	<b>33</b>								
<b>Summary of the Clinical Specialty Majors</b>	<b>35</b>								
Acute Care Nursing Major—Adult or Child, 35.	Adult Nurse Practitioner and Gerontology Majors, 35.	Community Nurse Specialist Major, 36.	Maternity Nursing—Nurse-Midwifery Major, 37.	Nurse Anesthesia Major, 37.	Pediatric Primary Care Nursing and Pediatric Pulmonary Nursing Majors, 38.	Perinatal Nursing Major, 38.	Psychiatric—Community Mental Health Major—Adult or Child, 39.		
<b>Admission to the Graduate Program</b>	<b>41</b>								
<b>Degree Requirements of the Graduate Program</b>	<b>43</b>								
<b>Key to Course Listings</b>	<b>44</b>								
<b>Courses of Instruction</b>	<b>46</b>								
<b>Officers of Administration</b>	<b>60</b>								
<b>Officers of Instruction</b>	<b>63</b>								
<b>Columbia University Nursing Consortium</b>	<b>71</b>								
<b>Academic Calendar, 1982-1984</b>	<b>72</b>								



# The School of Nursing

---

## History

The School of Nursing has a long and distinguished history of preparation of beginning and advanced clinical nurse practitioners. The School was founded in 1892 by the Board of Managers of the Presbyterian Hospital with Anna C. Maxwell, R.N., M.A., as its first director. Miss Maxwell established the plans for administration and instruction and guided them for thirty years. Her contribution has had a lasting effect and has added to the dignity and importance of the School and the nursing profession. More than seven thousand nurses have been graduated since the School was opened.

The hospital's interest in teaching was further demonstrated by its provision of clinical education to the medical students of the College of Physicians and Surgeons of Columbia University. This led to a permanent affiliation between the two institutions in 1921. The establishment of the Department of Nursing marked another step in the integration of the University and the hospitals at the Columbia Presbyterian Medical Center.

In 1935 the College of Physicians and Surgeons of Columbia University assumed responsibility for the educational programs of the School of Nursing of the Presbyterian Hospital, and in 1937 the University established the Department of Nursing of the Faculty of Medicine. In 1974 the Department of Nursing became the School of Nursing of the Faculty of Medicine of Columbia University.

In 1946 the Department of Nursing was authorized to offer a graduate program to prepare clinical nursing specialists. At present, specialist preparation is offered in twelve clinical majors.

Two other famous hospitals, the St. Luke's Hospital Center and the Roosevelt Hospital, have had a long history of affiliation with Columbia University and in 1971 became full University hospitals. It is interesting to note that Anna C. Maxwell was the director of the nursing school at St. Luke's before becoming the director of the school at the Presbyterian Hospital.

In 1969 the administrations and faculties of the above-named hospitals and schools of nursing and the Department of Nursing voted to participate in a four-year baccalaureate program to be offered by the Department of Nursing. With the approval of Columbia University, the inception of the four-year baccalaureate program was announced in November 1972 and implemented for ten years. The relationships established through this latter development continue although program changes have taken place. As of September 1981 the School offers a 60-point baccalaureate program open to junior transfers, college graduates, and graduate nurses.

## Philosophy

The Faculty of the School of Nursing, in accord with Columbia University, believes that in a dynamic society education for membership in a profession includes the development not only of expertise in a field but also of social awareness. The professional nurse with a liberal education thinks critically, exercises technical competence, and makes socially significant and personally satisfying contributions to society. Nursing has the role and responsibility before society to establish and maintain therapeutic relationships that support and restore health and well-being. The professional nurse has the ability to diagnose and treat human responses to actual or potential health problems and to provide preventive health services to individuals and groups in a variety of settings.

The Faculty believes in the integrity and worth of all human beings. Each person is an individual with unique characteristics and behavior. Although not completely understood, a human being is viewed as an integrated whole, evolving through time, in constant interaction with a complex environment. The Faculty recognizes that people throughout the life cycle have specific physical, biological, psycho-social, and spiritual needs, which they strive to keep in harmony.

The Faculty of the School of Nursing believes that people as rational, sentient beings have the right to self-determination and participation in decision making in health and illness. The professional nurse has a responsibility to provide health education to assist individuals in effective participation in their care and treatment. The Faculty further believes that health care is a right of all, and that nurses should engage in political and societal activities supportive of this belief and should serve as client advocates in the health-care system.

The professional nurse is viewed both as a responsible health-care provider accountable for the quality of practice and as a change agent in the health-care delivery system. Nursing seeks to advance its contribution through research and through collaboration with other health professionals. Well-developed leadership abilities are inherent in professional nursing practice. The nurse acts independently and interdependently.

The Faculty accepts the obligation to provide knowledge, to stimulate learning, to serve as resource persons, to be innovators in nursing, and to contribute to the development of human values. The Faculty recognizes that interests and abilities vary and seeks to provide flexibility in the curriculum in order to facilitate the optimal development of each learner's potential. Learning is viewed as a lifelong process, and learners are considered to be self-directed and accountable for their performance.

The programs of the School of Nursing reflect this philosophy. The undergraduate program develops the competence required for general professional nursing practice and provides a firm educational base for graduate study. The graduate program advances nursing competence by extending and deepening knowledge and practice within a specific clinical specialty.

## Programs of Study

Underlying the construction of the programs offered by the School of Nursing is the view that nursing is a performing art, one which is dedicated to the health of people. It is an applied science based on biological, physical, and behavioral disciplines. By acquiring knowledge of the art and science of nursing and learning to put this knowledge into practice, the nurse fulfills the goals of providing comfort with compassion, promoting the optimal level of health, and acting effectively during periods of illness.

The School of Nursing prepares men and women to practice as individuals and with members of other disciplines. The baccalaureate program enrolls students who wish to begin the study of nursing, as well as those already registered nurses who wish to deepen and broaden their knowledge through general college work and nursing on the senior college level. The graduate program affords nurses the opportunity to increase their knowledge and skills in special health-care fields. The continuing education program offers professional nurses the opportunity to maintain, upgrade, and learn new knowledge and skills.

The School offers the following programs of study:

- an undergraduate program, which leads to the baccalaureate;
- a graduate program, which leads to the M.S. degree; clinical specialization is possible in acute care of adults and children, adult primary care, community nursing, gerontology, maternity nursing-nurse-midwifery, nurse anesthesia, pediatric primary care, pediatric pulmonary care, perinatal, and psychiatric-community mental health: adult and child;
- a joint degree program with the School of Public Health leading to the M.S. and M.P.H. degrees;

- a continuing education program for nurses and other health professionals, accredited by the Eastern Regional Committee of the American Nurses Association; for program information, contact Continuing Education Program, Columbia University School of Nursing, 630 West 168th Street, New York, N.Y. 10032;
- a doctoral program, which is in the planning stages and is expected to begin in autumn 1984.

All programs are accredited by the National League for Nursing. The School of Nursing is a member of the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing.

The graduate major in maternity nursing-nurse-midwifery is accredited by the American College of Nurse-Midwives and the graduate major in nurse anesthesia is accredited by the Council on Accreditation of Educational Programs of Nurse Anesthesia.

## Teaching Facilities

### Morningside Campus

The Morningside campus, centered at 116th Street and Broadway, occupies several acres of urban property. Here are located the principal educational resources of a great university, and extending beyond the campus are the cultural resources of a great city. (See the map of the Morningside campus and its environs.)

*Teachers College* was founded in 1887 and became part of Columbia University in 1898. It is the graduate school of education of Columbia University and remains a separate corporation, with a board of trustees responsible for the general overseeing of its affairs and for its financial support. It is composed of five divisions: the Division of Philosophy, the Social Sciences, and Education; the Division of Psychology and Education; the Division of Educational Institutions and Programs; the Division of Instruction; and the Division of Health Services, Sciences, and Education. Over five thousand students study full or part time throughout the calendar year. There is strong school-wide emphasis on consultation and field research and on close faculty-student relationships. The faculty consists of some two hundred educators representing many disciplines, as well as an equal number of distinguished lecturers and instructors.

*The School of General Studies* is the coeducational undergraduate liberal arts college for adults at Columbia University. The School offers over five hundred liberal arts courses. Classes are held throughout the day and in the evening and are taught by regular faculty members of the University and a small number of outside specialists. The School draws on the University libraries, laboratories, and other educational facilities. Its own administrative offices, student facilities, and seminar and classrooms are located in Lewisohn Hall.

*St. Luke's-Roosevelt Hospital Center (St. Luke's Site)* was established in 1850 and has been located on Morningside Heights, adjacent to the main Columbia campus, since 1896. St. Luke's Hospital and Woman's Hospital comprise the Hospital Center. Its facilities include 749 beds, 45 of which are for pediatric cases. There are four major and eleven specialty services. St. Luke's Hospital has maintained a teaching affiliation with the University since 1947 and in 1971 became a full University hospital.

### Health Sciences Campus

The divisions of the Faculty of Medicine of Columbia University (the College of Physicians and Surgeons, the School of Nursing, Programs in Physical Therapy and Occupational Therapy, the Institute of Human Nutrition, the School of Public Health, Center for Continuing Education in the Health Sciences, Psychoanalytic Center for Training and Research) and the Faculty of

Dental and Oral Surgery are located on the Health Sciences campus, which comprises about twenty acres extending from West 165th Street to West 168th Street and from Broadway to Riverside Drive. (See the map on the inside back cover.)

The facilities of the Faculty of Medicine include amphitheatres, classrooms, laboratories, a multimedia center, and a biomedical communication center, the Augustus Long Library.

Affiliation agreements exist between Columbia University and the Presbyterian Hospital and its subdivisions—The Squier Urological Clinic, the Edward S. Harkness Eye Institute, Sloane Hospital for Women, Vanderbilt Clinic (the outpatient department), Babies Hospital, Neurological Institute, and the New York Orthopedic Hospital. The Columbia-Presbyterian Medical Center consists of the foregoing units and the New York State Psychiatric Institute and the Washington Heights Health and Teaching Center (headquarters of an administrative district of the New York City Department of Health).

## Off-Campus Units

*St. Luke's-Roosevelt Hospital Center (Roosevelt Site)* was founded in 1869. It contains 595 beds and 58 bassinets. There are over eighteen thousand admissions and approximately two hundred thousand clinic visits annually. The hospital is engaged in many research and teaching activities. It has been affiliated with the University since the early years of the century and in 1971 became a full University hospital.

*Off-campus community health and welfare agencies*, which provide exceptional learning experiences, include the Visiting Nurse Service of New York, the Bureau of Public Health Nursing of the Department of Health of the City of New York, the Maternity Center Association, Harlem Hospital, Isabella Geriatric Center, and selected school health and occupational health services.

## Libraries

*The Columbia University libraries* on Morningside Heights, containing over four million volumes, are open to all students. The main collection is housed in *Butler Library*, and special and departmental collections are located in other buildings on the campus. They include collections on biology, chemistry, engineering, physics, psychology, sociology, and other subjects related to nursing.

*The Wollman Library* of Barnard College contains over 119,000 volumes. This collection of carefully selected books is designed to cover the liberal arts curriculum requirements, as well as to provide opportunity for independent work in many fields.

*The Augustus Long Library* is located in the new Health Science Center Building. Current literature (both books and journals) is available to faculty members and students, as are other aids to research, such as interlibrary loans and a unique bibliographic service.

The library contains over 335,000 volumes of books and journals, some five thousand pamphlets, and about two thousand slides on the history of medicine. More than forty-five hundred periodicals are received regularly.

One floor is devoted to facilities, including hardware and software, for self-instruction through audiovisual materials. A seminar room on this floor is named for a former director of the School, Helen Young. Funds for the room were raised by the Alumnae Association.

## Student Life

Students entering the Columbia University School of Nursing come from diverse educational and experiential backgrounds. While some baccalaureate candidates transfer directly from a liberal arts setting, others are making mid-life career changes, and some are returning to

college after raising a family. Master's degree candidates are qualified nurses pursuing clinical specialties after one or more years of experience. The common factors shared by all students are the willingness to grow and learn and to direct emotional and intellectual pursuits to the preparation for beginning or advanced nursing practice.

Through the Student Association, all students participate in self governance and work together for common personal and professional objectives. Activities organized under the sponsorship of the Student Association include the orientation program, social and cultural events, lectures, career workshops, and political action related to health care.

Membership on School of Nursing committees and in the University Senate provides the opportunity for student participation in curricular and policy decision making.

The Alpha Zeta Chapter of Sigma Theta Tau, the National Nursing Honor Society, was established at the School of Nursing in 1964. Membership is by invitation, and the selection of graduate and undergraduate students is based on excellence in performance and evidence of leadership potential. The Chapter sponsors a research conference as well as several program meetings annually.

There are opportunities for students who wish to become involved in community affairs as well. Such students may participate in the local community planning board or at health fairs, screening clinics, rape intervention crisis centers, or senior citizen centers.

## Foreign Students

The staff of the Office of the Foreign Student Adviser, 208 Lewisohn Hall, provides advice and counseling to foreign students on such matters as housing, personal and financial problems, and regulations of the United States Immigration and Naturalization Service (visas, extensions of stay, work permission, temporary departure from the United States, transfer from Columbia to another school, termination of study). Information about the various foreign student clubs at Columbia and about opportunities to attend conferences, travel in the United States, and participate in community and cultural activities may be obtained from this Office. Maps of New York City and discount tickets to plays are available.

The staff of the Office of Foreign Student Admissions, 208 Lewisohn Hall, provides information and counseling on University admission, advanced standing, English proficiency examinations, and academic placement.

## Living Arrangements

Housing includes University dormitory space, University apartments, and off-campus apartments. Some of the University-managed dormitories and apartments overlook the Hudson River and are located just one to three blocks from the Health Sciences campus. Arrangements for accommodations are made through the Health Sciences Central Housing Office, 50 Haven Avenue, New York, N.Y. 10032, (212) 694-6853.

## Dining Services

### Health Sciences Campus

Columbia University maintains dining services in Bard Hall on the Health Sciences campus. The facility is open to all students on a cash basis and also offers a prepaid voluntary board plan. Bard Hall also is available for catered meal service.

Board plan information may be obtained after July 1 from Dining Services, 103 Johnson Hall, Columbia University, New York, N.Y. 10027.

## Student Health Service

The Student Health Service Program is a primary care facility that offers students and their families comprehensive medical care directed toward prevention as well as treatment of health problems. The Student Health Service facility is located on the street level of Bard Haven Tower 1 (60 Haven Avenue).

All students must carry hospitalization insurance; evidence of such insurance must be presented at registration. Associated Hospital Service of New York insurance (Blue Cross) may be purchased through the School. (See Fees.) Cost of illness, beyond reasonable limits of outpatient care and beyond the student's insurance coverage, must be met by the student. The expenses of dental care, eye refraction, continuing psychiatric care, and care of pre-existing conditions must be borne by the student.

Emphasis is placed on the importance of healthful living and the particular significance of this to the nurse as a person and as a health teacher. Through individual and group conferences as well as student committees of the Student Association health practices and student activities are carefully considered. Every effort is made to maintain a positive approach to the individual's responsibility for his or her own well-being, both emotional and physical.

## Statement of Nondiscriminatory Policies

The University is required by certain Federal statutes and administrative regulations to publish the following statements:

Consistent with the requirements of Title IX of the Education Amendments of 1972, as amended, and part 86 of 45 C.F.R., the University does not discriminate on the basis of sex in the conduct or operation of its education programs or activities (including employment therein and admission thereto). Inquiries concerning the application of Title IX and Part 86 of 45 C.F.R. may be referred to Ms. Rosalind S. Fink, the Director of the University's Office of Equal Opportunity and Affirmative Action (305 Low Memorial Library, New York, N.Y. 10027, telephone 212-280-5511), or to the Director, Office for Civil Rights (Region II), 26 Federal Plaza, New York, N.Y. 10007.

Columbia University admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the University. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other University-administered programs.

Consistent with the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, and Part 84 of 45 C.F.R., the University does not discriminate on the basis of handicap in admission or access to, or employment in, its programs and activities. Section 503 of the Rehabilitation Act of 1973 requires affirmative action to employ and advance in employment qualified handicapped workers.

The University in addition desires to call attention to other laws and regulations that protect employees, students, and applicants.

Title VI of the Civil Rights Act of 1964, as amended, prohibits discrimination on the basis of race, color, or national origin in programs or activities receiving Federal financial assistance. Title VII of the Civil Rights Act of 1964, as amended, prohibits employment discrimination because of race, color, religion, sex or national origin. Executive Order 11246, as amended, prohibits discrimination in employment because of race, color, religion, sex or national origin and requires affirmative action to ensure equality of opportunity in all aspects of employment.

The Equal Pay Act of 1963 prohibits discrimination on the basis of sex in rates of pay. The Age Discrimination in Employment Act of 1967, as amended, prohibits discrimination in employment on the basis of age.

The Columbia University Senate on December 1, 1978, passed a resolution announcing its general educational policy on discrimination which reaffirms the University's commitment to

nondiscriminatory policies in the above-mentioned categories, as well as its policy not to discriminate on the basis of sexual orientation.

Section 402 of the Vietnam Era Veterans' Readjustment Assistance Act of 1974, as amended, prohibits job discrimination and requires affirmative action to employ and advance in employment qualified special disabled veterans and veterans of the Vietnam era.

All employees, students, and applicants are protected from coercion, intimidation, interference or discrimination for filing a complaint or assisting in an investigation under any of the foregoing policies and laws.

The University's Office of Equal Opportunity and Affirmative Action has also been designated to coordinate the University's compliance activities under each of the programs referred to above. Any employee who believes that he or she has been denied equal opportunity should contact this office, which will investigate complaints and counsel employees on questions relating to equal opportunity and affirmative action.

## Reservation of University Rights

This bulletin is intended for the guidance of persons applying for or considering application for admission to Columbia University and for the guidance of Columbia students and faculty. The bulletin sets forth in general the manner in which the University intends to proceed with respect to the matters set forth herein, but the University reserves the right to depart without notice from the terms of this bulletin. The bulletin is not intended to be and should not be regarded as a contract between the University and any student or other person.



# Registration, Expenses, and Other Information

---

## Registration

Before attending University courses, each student must register in person during the registration period (see *Academic Calendar*). The registration procedure is as follows:

1. Students report to the School of Nursing and fill out various forms giving information required for University records.
2. They have their programs approved by an adviser.
3. They take their completed forms to the Office of the Registrar, sign a Retail Installment Credit Agreement, and pay their fees, if desired, in the Student Accounting Division. (For more detailed information, see *Fees*.)

All students will be asked to give Social Security numbers when registering in the University. Those who do not now have a number should obtain one from their local Social Security office well in advance of registration.

Students in the graduate program are required to have proof of malpractice insurance and current nursing licensure upon entering the program.

## Changes in Programs of Study

Once registered, a student may drop or add courses or change sections by filing a formal change-of-program application with the Registrar during the change-of-program period each term (see *Academic Calendar* for specific dates). All such changes must first be approved by the student's adviser.

Students may drop courses *after* the change-of-program period by following the same procedure; however, for individual courses dropped after the last day for change of program in each term, no adjustment of tuition will be made (see *Academic Calendar* for specific dates). *Failure to attend classes or unofficial notification to the instructor does not constitute dropping a course and will result in a failing grade in the course.*

## Auditing Courses

Degree candidates in good standing who are enrolled for a full-time program in the current term may audit one or two courses (except during the Summer Session) in any division of the University without charge by filing a formal application in the Office of the Registrar (Room 1-138, Black Building) during the change-of-program period. Applications require (a) the certification of the Registrar that the student is eligible to audit and (b) the approval of the dean of the school in which the courses are offered.

For obvious reasons, elementary language courses, laboratory courses, studio courses, applied music courses, and seminars are not open to auditors; other courses may be closed because of space limitations. In no case will an audited course appear on a student's record, nor is it possible to turn an audited course into a credit course by paying the fee after the fact. Courses previously taken for credit may not be audited.

## Regulations

According to University regulations, each person whose registration has been completed will be considered a student of the University during the term for which he or she is registered, unless the student's connection with the University is officially severed by withdrawal or otherwise. No student registered in any school or college of the University shall at the same time be registered in any other school or college, either of Columbia University or of any other institution, without the specific authorization of the dean or director of the school or college of the University in which he or she is first registered.

The privileges of the University are not available to any student until he or she has completed registration. A student who is not officially registered for a University course may not attend the course unless granted auditing privileges (see Auditing Courses). No student may register after the stated period unless he or she obtains the written consent of the appropriate dean or director.

The University reserves the right to withhold the privilege of registration or any other University privilege from any person with unpaid indebtedness to the University.

## Attendance and Leave of Absence

Regular class attendance is necessary for attainment of satisfactory performance in college work and is the responsibility of each student. Requirements for class attendance within any course are at the discretion of the faculty member responsible for the course. Attendance is always required on the first day of each course. Clinical commitments within courses are also required.

A student in good standing may, for special reasons, be granted a leave of absence by the Dean. The length of the absence depends upon the particular courses the student is taking at the time of the leave and when these courses will be offered again, since all courses are not offered every term.

## Religious Holidays

It is the policy of the University to respect its members' observance of their major religious holidays. Officers of administration and of instruction responsible for the scheduling of required academic activities or essential services are expected to avoid conflict with such holidays as much as possible. Such activities include examinations, registration, and various deadlines that are a part of the Academic Calendar. (See *Academic Calendar* for dates of religious holidays.)

Where scheduling conflicts prove unavoidable, no student will be penalized for absence due to religious reasons, and alternative means will be sought for satisfying the academic requirements involved. If a suitable arrangement cannot be worked out between the student and the instructor involved, students and instructors should consult the appropriate dean or director. If an additional appeal is needed, it may be taken to the Provost.

## Grades

The grading system of the School of Nursing is as follows: A+ or A, excellent; A- or B+, good; B or B-, average; C+ or C, passing; C-, poor but passing; F, failure.\*

Pass-Fail grades: all students may elect the Pass-Fail grading option for elective courses only, including nursing courses taken as electives. Grades of P are not included in the grade-point average; however, grades of F are included. Students who wish to elect a Pass-Fail grade must

---

\*Failure to obtain a passing grade will be sufficient reason for asking a student to repeat the course or to resign. Students who fail a course but are permitted to remain in the program will be placed on academic probation for the term following the course failure.

secure written approval from their academic advisers (see *Academic Calendar* for specific dates). Students on academic probation may not elect the Pass-Fail grading option.

The grade of D, poor but passing, is used by other divisions of the University. No more than 15 points of D work will be credited toward the bachelor's degree. Credit for D work is accepted only for courses taken at Columbia University.

The mark of F\* (failure due to unofficial withdrawal) is assigned to a student who discontinues attendance in a course without formally notifying the Office of the Registrar.

The mark of ABS (authorized absence from an examination) is given by the instructor with the approval of the Office of the Assistant Dean to those students who for imperative reasons are unable to take the final examination. If a student is unable to attend the final examination because of illness or some other emergency, he or she must, to receive the mark of ABS, communicate with the instructor before the examination. The student must remove the ABS during the term following the one in which it was received, otherwise the ABS will be changed to F.

The mark of INC (incomplete) is granted at the discretion of the instructor under special circumstances. Deadlines for completion of course work should be arranged between instructor and student. If work is completed within a period of four weeks after the end of the term, the grade of INC will be changed to a letter grade; otherwise, it will remain on a student's transcript even after a letter grade also has been recorded. After a period of one year a student loses the privilege of making up work and receiving a letter grade. A student with more than two INCs on his or her record will not be permitted to register for the following term.

In the computation of grade averages, marks for courses are awarded quality points on the following scale: A = 4, B = 3, C = 2, D = 1, F = 0. For each plus or minus unit an adjustment of +0.3 or -0.3 is made.

## **Dean's List**

During each academic term, undergraduate students who have earned an average of 3.3 (B+) or higher in 12 or more points of letter credit for the preceding term are placed on the Dean's List. Students who have received grades of D, F, INC, or ABS during the term are not eligible for consideration. Any student who has earned a B+ average but has failed to receive notification at the appropriate time of having been placed on the Dean's List should notify the Office of the Assistant Dean.

## **Academic Discipline**

The continuance of each student upon the rolls of the University, the receipt of academic credits, graduation, and the conferring of any degree or the granting of any certificate are strictly subject to the disciplinary powers of the University.

## **Conduct**

All members of the University community, its visitors and guests, are governed by the Rules of University Conduct, which apply to all demonstrations, including rallies and picketing, that take place on or at a University facility. It is the student's responsibility to be aware of all provisions, regulations, and procedures contained in the Rules. Copies are available in the Office of the University Senate, 406 Low Memorial Library.

## **Fees**

The following fees, prescribed by statute, are in effect for 1982-1983 and are subject to change at the discretion of the Trustees.

University charges such as tuition and fees, residence halls, and board plans may be paid at the student's convenience during the term. The full amount of any charge may be paid when

due without penalty, or payment may be made in installments. If partial payments are made, a finance charge is assessed on amounts not paid by the due date shown on the monthly bill. Effective in the autumn term of 1981, the finance charge was increased to 1.5 percent a month. In either event, however, the student is required to sign a Retail Installment Credit Agreement at the time of registration that sets forth the full terms and conditions of payment. All charges must be paid by the end of the term.

Tuition, the health service fee, the hospital insurance premium, and special fees are payable each term as part of registration. If these fees are paid after the last day of registration (see *Academic Calendar*), they will not be reduced, and a minimum late fee of \$50 will be imposed. Checks for tuition and fees should be made payable to Columbia University.

## Tuition

### *Undergraduate students:*

For all courses, per point	\$279.00
With the proviso that the fee for a program (14 to 19 points) in the autumn or spring, per term, is	3,886.00

### *Graduate students:*

For all courses, per point	293.00
With the proviso that the fee for a program (14 to 19 points) in the autumn or spring, per term, is	4,080.00

## Health Service Fee and Hospital Insurance Premium

For all full-time students

Health service fee, per year (September 1–August 31)	
Single	\$270.00
Married	540.00
Family	690.00
Hospital insurance premium, per year (September 1–August 31)	
Single	\$188.00
Family	452.00

The student health service fee contributes to the cost of operating the Student Health Service. Students are also required to be covered by a hospitalization plan. Participation in these programs is compulsory for all full-time students; students who already carry hospital insurance, however, and who show proof of comparable coverage at registration, will be charged the health service fee only. Dependents of students may acquire hospital insurance coverage and are eligible to receive the benefits of the health service program upon payment of additional fees. Students should consult the Office of the Registrar, Room 1-138, Black Building, for further information on dependent coverage.

## Application Fees and Late Fees

Application for admission	\$25.00
Late application, or late renewal of application, for a degree	50.00

## Late Registration Fees

	<i>Full-Time</i>	<i>Part-Time</i>
During late registration	\$ 50.00	\$50.00
Up to 4 weeks after late registration	100.00	60.00
4 to 8 weeks after late registration	150.00	70.00
8 to 12 weeks after late registration	200.00	80.00
Beyond 12 weeks after late registration	250.00	90.00

## Withdrawal and Adjustment of Fees

A student in good academic standing who is not subject to discipline will always be given an honorable discharge if he or she wishes to withdraw from the University. If the student is under twenty-one years of age, the parent or guardian must first give consent in writing to the Assistant Dean.

Any adjustment of the tuition that the student has paid is reckoned from the date on which the Registrar receives the student's written notification. The health service fee, application fees, late fees, and special fees are not subject to rebate. Up to and including the second Saturday after the first day of classes, tuition will be retained in the following amount:

Full-time study	\$75.00
Part-time study	40.00

After the second Saturday after the first day of classes in the term, the above amount is retained, plus an additional percentage of the remaining tuition (as indicated in the adjustment schedule below), for each week, or part of a week, of the term up to the date on which the student's written notice of withdrawal is received by the Registrar.

## Adjustment Schedule

	<i>Minimum Fees Retained</i>	<i>Percentage of Remaining Tuition Retained</i>
Second Saturday after first day of classes	\$40 or \$75	0
Week following second Saturday after first day of classes	\$40 or \$75	10
Second following week	40 or 75	20
Third following week	40 or 75	30
Fourth following week	40 or 75	45
Fifth following week	40 or 75	60
Sixth following week	40 or 75	75
Seventh following week	40 or 75	90
Eighth following week	40 or 75	100 (no adjustment)

## Application or Renewal of Application for a Degree

Degrees are awarded three times a year—in October, January, and May. A candidate for any Columbia degree (except the doctoral degree) or for a certificate must file an application with the Registrar, 630 West 168th Street (see *Academic Calendar* for specific filing dates). A late fee of \$50 will be charged after the last day to file for each degree and until the expiration of the late filing period for each conferral date. Applications received after the late filing period will automatically be applied to the next conferral date.

If the student fails to earn the degree by the conferral date for which he or she has made application, the student may renew the application. A \$50 late fee will be charged for late filing of renewals of applications according to the same schedule as for original applications (see above).

## Requests for Transcripts

The Family Educational Rights and Privacy Act of 1974 as amended prohibits the release of educational records by institutions without the specific written consent of the student or alumnus. Students or alumni may request copies of their records by writing to the Office of the Registrar, Room 138, Black Building, 630 West 168th Street, New York, N.Y. 10032. Official copies will be sent directly by the University only to an official address such as another university, a business firm, or government agency. However, students or alumni may request that unofficial copies of their transcripts (stamped "Student Copy") be sent directly to them.

There is a charge of \$5 for the first transcript requested and \$1 for each additional request when submitted together. There is no charge for intrauniversity copies sent between University offices. Transcript requests are processed in the order received and require five to seven working days for processing. Specific deadlines should be mentioned, and checks accompanying requests should be made payable to Columbia University.

## Estimated Expenses

In addition to the tuition and fees given above, the approximate cost for the program is as follows:

Room on Health Sciences campus (two terms)	\$1,720.00
Board plan (two terms)*	950.00
Books, per year	500.00-600.00
Transportation, per term	75.00-125.00
Uniforms	
Men	75.00
Women	85.00
Supplemental uniforms†	30.00
Professional activities fee	50.00
Approximate graduation expenses	150.00

The charges for room and board are not refundable after the first day of classes in each term.

The transportation expense listed above is an estimate of charges for public transportation between campus locations and to and from clinical practice sites.

Students are responsible for laundry and maintenance of uniforms and costs associated with this.

\*Fee provides scrip, which can be spent as desired in the University dining halls. Meals are available Monday through Friday, excluding holidays and holiday periods. The meal plan is optional.

†Students must also provide a navy-blue or black tailored cloth coat for Community Health clinical experience. The cost of this is not included in this estimate.

## Financial Aid

Scholarships, loans, employment opportunities, and other sources of financial aid based on need are available to students while enrolled in the School of Nursing at Columbia University.

Funds are available through a variety of sources, including alumni and friends of the School, foundations, government agencies, civic groups, and voluntary organizations. An annual benefit sponsored by a committee of parents, faculty wives, and friends of the School provides aid to several students each year.

The School is particularly concerned that no worthy student who meets its admission requirements should be denied a nursing education because of insufficient funds. However, financial aid depends upon a careful evaluation of all the resources available to the student and to the School.

### Financial Aid Administered by the School of Nursing

Financial aid for students accepted for admission or enrolled in the School is in the form of scholarships, grants, loans, and part-time employment.

Awards are made annually, primarily on the basis of financial need. Students are required to file a renewal application for each year.

Scholarships and grants carry no obligation for repayment.

Income from the following endowments provide for several partial scholarships:

VIVIAN B. ALLEN SCHOLARSHIPS  
 MARGARET E. CONRAD SCHOLARSHIPS  
 NELLIE ALDEN FRANZ SCHOLARSHIPS  
 ELEANOR LEE SCHOLARSHIPS  
 JANE MC ALLISTER SCHOLARSHIPS  
 BARRET MONTFORT SCHOLARSHIPS  
 SAMUEL J. MORITZ SCHOLARSHIPS  
 PRUDENTIAL INSURANCE COMPANY OF AMERICA SCHOLARSHIPS  
 DEAN SAGE SCHOLARSHIPS  
 MARY SENCINDIVER SPECHT SCHOLARSHIPS  
 FREDERICK STURGES, JR., SCHOLARSHIPS  
 THE TEAGLE FOUNDATION SCHOLARSHIPS  
 M. LYNN WILLIAMS SCHOLARSHIPS

In addition the School receives several gifts annually from its alumni and organizations expressing an interest in preparation for health-care careers. These include:

AETNA LIFE AND CASUALTY FOUNDATION SCHOLARSHIPS  
 THE ALUMNAE ASSOCIATION OF COLUMBIA UNIVERSITY—PRESBYTERIAN HOSPITAL SCHOOL OF NURSING, INC.  
 ANNUAL BENEFIT SCHOLARSHIP FUND  
 RUDIN FOUNDATION  
 SWITZER FOUNDATION

#### METROPOLITAN LIFE SCHOLARSHIPS

The Metropolitan Life Foundation has established a grant, that provides several large tuition scholarships to be awarded annually. The recipients will be determined on the basis of academic achievement, promise of success in the nursing program, and financial need.

#### THE CATHERINE C. CHESNEY SCHOLARSHIP

Given annually to a student concluding his/her junior year who has demonstrated, in addition to proficiency in the technical skills of nursing, those distinctive humane qualities which are essential dimensions of patient care. This award is given by the family of the late Ezra M. Stiles in honor of Miss Catherine C. Chesney who, during her sickroom care for Mr.

Stiles, exemplified the sensitivity and compassion so vital to the healing process, which this award recognizes.

## Application Procedures

An applicant for financial aid must apply on the forms supplied by the School of Nursing. An application must be accompanied by the supporting data requested through the College Scholarship Service, a unit of the College Board. Both forms may be obtained from the School of Nursing, Office of Financial Aid. *Incomplete applications will not be processed.* Applicants should file at the time the admissions application is submitted. Late applications will only be considered in exceptional circumstances and if funds are still available.

## Alumnae Association Awards

The Columbia University-Presbyterian Hospital School of Nursing Alumnae Association has two endowment funds for scholarships for advanced study in nursing. All School of Nursing alumni/alumnae are eligible to apply for this assistance. Application should be made to the Alumnae Association.

## Department of Health and Human Services

DIVISION OF NURSING, PUBLIC HEALTH SERVICE  
MATERNAL AND CHILD HEALTH SERVICE  
NATIONAL INSTITUTES OF MENTAL HEALTH

These agencies provide training grants for graduate study in nursing. The stipends provide for full cost of tuition and fees. Applicants must be recommended by the Faculty of the School of Nursing. Additional funds for living expenses will be awarded, if available, on the basis of need. Eligibility for federal scholarships requires that the student carry a full academic program, i.e., 12 points.

## New York State Regents Scholarships and Grants

The following are available for any student who has been a legal resident of New York State for the preceding year:

### REGENTS COLLEGE SCHOLARSHIPS

Available yearly for a maximum of four years; may be applied both to college and to the junior and senior years in the School of Nursing.

### REGENTS SCHOLARSHIPS FOR BASIC PROFESSIONAL EDUCATION IN NURSING

Available yearly for a maximum of four years; may be applied only to time spent in the School of Nursing.

### REGENTS SCHOLARSHIPS FOR CHILDREN OF DECEASED OR DISABLED VETERANS

Available yearly for a maximum of four years; may be applied both to college and to the junior and senior years in the School of Nursing.

### TUITION ASSISTANCE PLAN (TAP)

Grants awarded to undergraduate students. Assistance is based on income, with awards ranging from \$200 to \$2,200 annually.

Further information and application forms may be obtained from the New York State Higher Education Services Corporation, Empire State Plaza, Tower Building, Albany, N.Y. 12255.

## Department of Education

### Pell Grants (formerly BEOG)

This federal program provides grants to eligible first bachelor's degree students. Awards range in value from \$115 to \$1,674. Applications may be obtained locally or by writing to P.O. Box 84, Washington, D.C. 20044.

The name of the Basic Educational Opportunity Grants has been changed to Pell Grants in honor of Senator Claiborne Pell, Democrat of Rhode Island, architect of the program.

## Loans

### State Loans (Federally Guaranteed Loan Program)

Legal residents of the State of New York who are degree candidates are eligible to apply for loans guaranteed by the New York Higher Education Services Corporation. Interest on these loans is not charged while students are enrolled. Interest is charged at the rate of 7 percent for previous borrowers and at 9 percent for first-time borrowers (as of January 1, 1981) under the program. Repayment of principal and interest begins six months after a student ceases to be registered at least half-time.

Eligible students pursuing a B.S. degree may borrow up to \$2,500 annually, with a maximum cumulative limit of \$12,500. Eligible students pursuing an M.S. degree may borrow up to \$5,000 annually, with a maximum cumulative limit of \$25,000 for graduate education.

Residents of other states may participate in similar loan plans administered through their state's higher education assistance agency, or they may be eligible for the NYSHESC loan program.

Applications and further information may be obtained through local banks.

### Nursing Loans

Under the Nurse Training Act of 1971, eligible undergraduate and graduate students may borrow up to \$2,500 each calendar year, depending on the availability of funds. Interest and repayment begin nine months after the student has completed the program of study.

Loans are administered through Columbia University. They are usually awarded on November 15 to help meet spring-term costs. Forms may be obtained from the School of Nursing, Office of Financial Aid, in early September.

## Student Employment

### College Work Study

The Work-Study Program, authorized by the Higher Education Act of 1965, is administered by the United States Department of Education. The work may be within a college or university or for a public or private nonprofit organization. Students may work a maximum of twenty hours a week during the academic year and up to forty hours a week during vacation periods under this program.

On-campus employment includes almost any kind of work that is useful to the University. Some students may work on the campus grounds; others may serve as faculty aides or as laboratory or library assistants. Off-campus employment includes jobs in health, welfare, recreation, and other nonprofit, public-interest community projects. For example, students may be employed as aides to teachers, as tutors, or as aides in youth activity centers, daycare centers, or neighborhood service centers.

Students may apply in August, or anytime thereafter. Eligibility forms may be obtained from the Office of Financial Aid. All jobs are posted at the Student Employment Office in Lewisohn Hall on the Morningside campus.

## Nursing Assistantships

Students who have completed their junior year are eligible to participate in this program. Subject to availability, students may be hired as nursing assistants in the clinical patient settings of some of the affiliated hospitals. Hours are generally limited to ten each week during the academic year and twenty to thirty-five hours during the summer.

Licensed professional nurses enrolled in the program may secure employment at the Columbia Presbyterian Medical Center, St. Luke's-Roosevelt Hospital Center, or in local hospitals, on a part-time or per diem basis.

## Awards and Prizes

### THE ALPHA ZETA CHAPTER OF SIGMA THETA TAU AWARD

An award for excellence presented to a member of the graduating class who best exemplifies the principles of Sigma Theta Tau and the high ideals of the nursing profession.

### THE MARGARET ELIOT PRIZE

Given in honor of a former Director of Nursing by her sister, Mrs. William A. Forbes, and awarded to the senior nursing student who most nearly combines professional competence, capacity for leadership, and wholehearted compassion for patients.

### THE JACKSON PRIZE FOR EXCELLENCE IN NURSING CARE OF THE ACUTELY ILL SURGICAL PATIENT

Awarded to a member of the graduating class who has demonstrated interest, achievement, and professional competence in the care of acutely ill surgical patients. The award is given by an alumna and former faculty member of the School of Nursing and her husband.

### THE SISTER JOSEPH IGNATIUS PRIZE

Named for a nurse who is making a major contribution to the care of people. It is awarded to the senior nursing student who best combines a sound knowledge-base with compassion and technical competence in the care of the orthopedic patient. The award is given by an alumna of the School of Nursing.

### THE ROSE DRISCOLL AWARD

Given annually as an incentive to a student beginning his/her senior year in the baccalaureate program in nursing who has demonstrated pride in becoming part of the nursing profession and is striving toward high ideals in his/her own practice and behavior.

### THE SHAFER PRIZE IN NURSE-MIDWIFERY

Awarded to a member of the graduating class who best exemplifies willingness to consider alternative approaches to providing care for childbearing families, sensitivity to the special needs of childbearing women, and provision for family-centered care for all people.

### THE FACULTY PRIZE FOR NURSING RESEARCH

Awarded to a master's degree candidate for excellence in research in clinical nursing and enthusiasm, zeal, and promise for further contribution to nursing research. The award is given in honor of Mary I. Crawford, former Associate Dean, Director of Nursing Service, and facilitator of nursing research.

### THE ELSIE McLEAN FUREY AWARD FOR EXCELLENCE IN PEDIATRIC NURSING

Awarded to the baccalaureate graduate who exemplifies the highest standards of nursing care of children and their families. These standards are upheld through a keen sense of responsibility and maturity in providing comprehensive care for children and their families and with an understanding for their special needs during illness.



# The Baccalaureate Program

---

## Overview

The basic baccalaureate nursing program at Columbia University prepares qualified men and women to practice nursing effectively in new and traditional health-care settings. The program builds upon the liberal arts background of the student, integrating it with professional learning and activity. The Faculty seeks to guide the student toward personal and professional fulfillment within a broad social and ethical context.

Nursing is interpreted as including health promotion through education, prevention of disease, and care of the sick and injured and their restoration to optimal health. Throughout nursing education, the student is encouraged and provided with the opportunity to develop an understanding of the social and health needs of individuals and the community and their effect upon the trends in national thinking, as well as the present and possible contribution of nursing to human welfare.

Opportunity is provided for the continued development of students, physically, mentally, emotionally, and culturally, with emphasis on their interests, needs, and responsibilities as persons, as members of the nursing profession, and as citizens.

The student is introduced to the various opportunities in nursing and is helped to select for graduate study and experience that field of nursing in which the greatest satisfaction will be found and to which an optimum contribution can be made.

## Objectives of Baccalaureate Nursing Education

Upon completion of this program we expect graduates to:

- utilize the knowledge of the biological, physical, and behavioral sciences in giving care to individuals, families, and groups on the health-illness continuum;
- perform adeptly therapeutic and preventive measures directed toward promotion, maintenance, and restoration of health;
- utilize the problem-solving process in providing and improving nursing care;
- assume leadership for planning, directing, and evaluating care given by nursing personnel;
- collaborate with other professional and paraprofessional persons in the coordination of health care;
- facilitate group action to achieve the goals of nursing;
- contribute to the fulfillment of society's health needs through work with group organizations;
- demonstrate awareness of their own needs, values, and competencies as they affect their interaction with others;
- demonstrate empathy in working with others' needs, problems, and cultural mores;
- be self-directed in the pursuit of new knowledge and in its application to personal and professional living.

## Program of Study

The baccalaureate program for professional preparation in nursing is designed to provide for a minimum of 60 points of pre-professional study and 60 points of concentrated study in the nursing major.

The two years of pre-professional study, which may be taken at Columbia or other accredited colleges or universities, provide for a thorough foundation in the liberal arts and sciences. Students take elective as well as required courses in subjects that are supportive to the study of the nursing major. Required courses include biology, chemistry, English, psychology, sociology, philosophy, and statistics. (See *Admission to the Baccalaureate Program* for details.)

The program of study in the nursing major continues instruction in the biological and behavioral sciences, particularly as they relate to health care. Experience with clients/patients begins early in the first term. Theory and supervised clinical experiences are related to promotion of health and prevention of illness as well as to the care of the sick and their restoration to optimal health. Students work with clients/patients in a variety of settings such as clinics, hospitals, community centers, and the home.

The nursing major is built on the integrated health model, beginning with wellness and carrying through illness to maintenance and rehabilitation. The initial focus is on health, with emphasis on promotion of health and prevention of illness. Study next centers on interruptions in health, emphasizing the care, cure, restoration, and rehabilitation necessary in episodes of illness. In the final term there is a synthesis of prior learning and professionalization of nursing practice.

The student focuses on two of the nurse's roles: first, as a co-member of the health team concerned with meeting the total health-illness needs of individuals and groups; and second, as the leader of a nursing team assuming responsibility for the care of groups of patients with and through other team members.

Graduates of the School of Nursing are eligible to take the professional nurse licensure examination in all states. Licensure in one state entitles a qualified holder to licensure by endorsement in other states. The state license to practice nursing (R.N.) entitles the graduate to membership in the American Nurses Association, the professional organization of nursing.

A typical full-time four-year program outlining the pre-nursing curricula and the nursing major can be found under *Summary of the Programs* as follows.

# Summary of the Program

---

## Pre-Nursing Curricula (Typical Program)

### Freshman Year

#### Autumn Term

	<i>Points per term</i>
Freshman English	3
General biology (laboratory)	4
Introduction to sociology	3
Elective	3

#### Spring Term

	<i>Points per term</i>
English composition	3
General biology (laboratory)	4
Sociology	3
Elective	3
Elective	3

### Sophomore Year

#### Autumn Term

	<i>Points per term</i>
General chemistry (laboratory)	4
Introduction to psychology	3
Philosophy	3
Elective	3
Elective	3

#### Spring Term

	<i>Points per term</i>
General chemistry (laboratory)	4
Psychology	3
Statistics	3
Elective	3
Elective	3

## Nursing Major

### Junior Year

#### First Term

	<i>Points per term</i>
Foundations of nursing practice	3
Anatomy and physiology	4
Health promotion	3
Human growth and development	3
Nurse in health-care delivery system	2

**Second Term**

	<i>Points per term</i>
Deviations from health, I	3
Determinants of nursing care, I	3
Clinical experience, I	6
Introduction to physical assessment	3

**Senior Year****Third Term**

	<i>Points per term</i>
Deviations from health, II	3
Determinants of nursing care, II	3
Clinical experience, II	6
Issues in professional nursing	3

**Fourth Term**

	<i>Points per term</i>
Management of patient care	4
Introduction to research in nursing	3
Clinical experience, III	6
Nursing elective	2-3



# Admission to the Baccalaureate Program

---

Candidates can apply as junior transfers, college graduates, and graduate nurses and can follow a program of study on a full- or part-time basis.

Students are admitted to full-time study twice a year. Those entering in September follow a traditional two academic year schedule with the intervening summer off. The class that begins in January follows a sixteen-month calendar with four consecutive registrations—January, May, September, and January. The two groups are integrated for senior-level studies.

Part-time students may begin their studies in any one of the three terms.

## **Junior Transfers**

Candidates for admission must have successfully completed two years of study or 60 liberal arts points (semester credits) at an accredited college or university. These points must include prerequisite courses for entrance. Early application is encouraged in order to facilitate academic counseling.

## **College Graduates**

College graduates must present a degree from an accredited college or university and must present the prerequisite courses. Students complete their studies for a bachelor's degree in nursing in four terms. Full- and part-time study is available.

## **Graduate Nurses**

A graduate nurse may seek entrance to the baccalaureate program at the level determined by the number of liberal arts points (semester credits) that can be transferred. Nursing courses cannot be counted toward liberal arts points.

Of the 120 points required to earn the Bachelor of Science degree in nursing, 60 points are required in liberal arts courses. These are the same for all bachelor's degree candidates and may be taken at Columbia or at another accredited college or university.

Advanced standing in the nursing major may be established by means of challenge examinations designed to evaluate nursing competencies acquired through previous studies and/or nursing experience. A number of evaluative tools are used, including some of the New York College Proficiency Examinations for certain courses of the junior year. Final credit is not awarded until the student has demonstrated ability in the first clinical course taken at Columbia.

Graduate nurses seeking guidance with regard to possible placement in the baccalaureate program are encouraged to call the Office of Admissions.

## **Admission by Transfer from Another Baccalaureate Nursing Program**

Advanced standing in the nursing major for students presenting college credits for nursing courses carried in a National League for Nursing (NLN) accredited baccalaureate program is determined by the comparison and evaluation of the courses the applicant presents with those required for the degree from Columbia. If a particular course remains in question, a student may challenge the course by examination.

All students must meet the residency requirement of 45 points in Columbia University, of which 30 points must be taken at the School of Nursing.

## Admission Requirements

Final selection for admission is based on an applicant's strong academic performance, favorable references, personal statement, good health, evidence of potential for nursing, and a personal interview.

### Junior Transfers and College Graduates

<i>Prerequisite courses for entrance</i>	<i>Points</i>
Biology*	6-8
Chemistry*	6-8
English (one composition course)	6
Psychology	6
Sociology*	6
Philosophy	3
Statistics	3
	<hr/>
	36-40

#### *Electives*

Foreign language, history, mathematics, economics, microbiology, nutrition, religion, fine arts, or supplementary courses in the required fields

24-26

Credit for one year of a foreign language completed in college may be awarded only if (1) it was an intermediate or advanced course or (2) credit has also been awarded for two years of another foreign language.

No more than 6 points may be allowed for courses in religion or speech.

Credit is not granted for commercial, home economics, physical education, or vocational courses, or for any 1-point course.

Transfer applicants should request that Pass-Fail grades in required courses be converted to letter or numerical grades on their transcripts.

#### *Required testing*

1. The Scholastic Aptitude Test of the College Entrance Examination Board. Although CEEB Achievement Tests are not required, students who have taken the English composition and science tests should submit the results.
2. Students who have not taken the CEEB Scholastic Aptitude Test may submit scores from the Graduate Record Examination or the Miller Analogies Test.
3. Applicants whose first language is not English must submit the results of their performance on the Test of English as a Foreign Language (TOEFL).

## Graduate Nurses

#### *Required Subjects*

Course requirements are the same as those listed above for junior transfers and college graduates. Because credit by examination will provide the opportunity to complete some

---

\*Two terms with laboratory. General biology including dissection of a mammal is preferred; however, a term each of botany and zoology are acceptable. Anatomy and physiology courses are not acceptable in meeting the biology requirement. A term of physics may be substituted for one term of appropriate general chemistry. Sociology courses must be basic scientific studies of human societies. Only cultural anthropology may be substituted to meet 3 points of the sociology requirement.

electives concurrently, graduate nurses may be admitted as junior transfers after completing 45 points of liberal arts, including all the prerequisite courses.

#### *Required testing*

Graduate nurses are expected to submit CEEB Aptitude Test scores. Specific entrance examinations are required of those students who have not taken these examinations.

## Non-Degree Students

A student may apply to take undergraduate courses as a nonmatriculant (special student). In order to change to degree candidacy, a student would need to file an application for change of status through the Office of Admissions. Successful course work as a special student does not ensure admission to degree candidacy.

The special student admitted to degree candidacy may be awarded a maximum of 15 points (credits) for courses taken as a nonmatriculant.

## Foreign Students

Course credits earned in academic programs outside the United States frequently do not transfer toward degree requirements. Therefore, foreign students who have completed two years of college are advised to submit transcripts of academic work for evaluation before filing an application. Applicants whose first language is not English must submit TOEFL scores before March 1.

## Admission Procedures

An applicant for admission must apply on a form supplied by the School of Nursing. The completed form must be accompanied by the application fee: a check or money order for \$25 made payable to Columbia University. This fee helps to cover the cost of processing the application; it is therefore not refundable, nor is it credited toward tuition. *Incomplete applications and those received without the required application fee will not be processed.*

Applicants are responsible for the submission of all required admission materials. Therefore, it is strongly recommended that applicants call the Office of Admissions approximately four weeks after mailing the application to confirm the receipt of materials required.

## Interviews

A personal interview is strongly recommended for admission. Applicants will be interviewed upon request or by invitation from the Admissions Committee. Required application materials must be complete prior to an interview. When possible, alumni interviews will be scheduled for applicants unable to meet a Committee interview request on campus because of distance or other reasons considered to be exceptional by the Admissions Committee.

## Admissions Decisions

The Admissions Committee will begin to announce decisions as early as possible and on a regular basis until the enrollment becomes complete. At the time of acceptance, each applicant will be asked to confirm enrollment with a nonrefundable \$100 deposit, which will be applied toward program costs.

## Readmission

Students who have not been registered for two consecutive terms must file readmission forms and submit a nonrefundable application fee of \$25 through the Office of Admissions. Additional credentials may be required. Students in good standing may reregister within one academic year by filing a reregistration form through the Office of Admissions without a fee.

All readmission requests must be received by the Office of Admissions by November 15 for the spring term, April 15 for the autumn term, and January 15 for the summer term.

Inquiries for further information and requests for application forms should be addressed to the Director of Admissions, School of Nursing, Columbia University, 179 Fort Washington Avenue, New York, N.Y. 10032.



# Degree Requirements of the Baccalaureate Program

---

Of the 120 points (units of academic credit) required for the Bachelor of Science degree, a minimum of 60 points are required in foundational liberal arts. The specific course requirements are listed under Admission Requirements. The nursing major is composed of 60 points. The courses required for completion of the major are:

M1001	Foundations of nursing practice	3 points
M4108	Anatomy and physiology	4 points
M2010	Health promotion	3 points
M4220	Normal human growth and development	3 points
M2016	Nurse and the health-care delivery system	2 points
M2020	Introduction to physical assessment of the healthy adult	3 points
M2101-M2102	Deviations from health, I and II	6 points
M2001-M2002	Determinants of nursing care, I and II	6 points
M2901-M2902, M3904	Clinical experience, I, II, and III	18 points
M3004	Issues in professional nursing	3 points
M3054	Management of patient care	4 points
M3020	Introduction to research in nursing	3 points
Elective in nursing		<u>2 or 3 points</u>
		60 points

The nursing elective is selected from a group of several course offerings and an independent study option. The electives provide the opportunity for students to explore selected areas of nursing practice in depth or for concentrated study in specific areas integrated throughout the curriculum. The independent study option provides the opportunity for the student to develop an area of individual interest. The nursing elective may be taken Pass-Fail.

## Advanced Standing

Students transferring from a National League for Nursing (NLN) accredited baccalaureate program may establish advanced standing through comparison and evaluation of the courses the applicant presents with those required for the degree from Columbia. If a particular course remains in question, a student may challenge the course by examination.

Registered nurses may establish advanced standing in the nursing major by means of exemption examinations designed to evaluate nursing competencies acquired through previous studies and/or nursing experience. A number of evaluative tools are used, including some of the New York College Proficiency Examinations. Final credit is not awarded until the student has demonstrated ability in the first clinical course taken at Columbia.

## Residency and Time Limits

All students must take 45 points in residence at Columbia, including 30 points in the School of Nursing. The final 15 points must be taken in Columbia University.

Requirements for the Bachelor of Science degree must be completed within five years of the date of enrollment. A student who has been continuously enrolled may apply for extension of period of candidacy if circumstances warrant.

Students who apply for readmission to degree candidacy after a period of time will be evaluated in terms of degree requirements in effect at the time of readmission.

## Academic Standards

In order to continue in good standing, an undergraduate student must maintain a 2.00 (C) average. All course grades in the major must be at the C— level or above. A student who fails to maintain these standards is placed on academic probation for one term. If grades do not improve during that term, a student may be asked to withdraw from the program.



# The Graduate Program

---

## Overview

The purpose of the Master of Science degree program is to prepare nurses to be clinical specialists. The clinical specialties are delimited in relation to client group, which in turn is defined by age and by health-illness status. Age range may be narrow, as in the perinatal client group, or inclusive, as in the nurse anesthesia specialty. Client health status may be limited to the acutely ill or primarily to the ambulatory well.

Clinical majors offered at present are as follows:

Acute Care/Adult

Acute Care/Child

Adult Nurse Practitioner

Community Nursing

Gerontology

Maternity Nursing-Nurse-Midwifery

Nurse Anesthesia

Pediatric Primary Care Nursing

Pediatric Pulmonary Nursing

Perinatal Nursing

Psychiatric-Community Mental Health Nursing/Adult

Psychiatric-Community Mental Health Nursing/Child

## Objectives of the Clinical Specialty Master's Program

The program prepares graduates who are able to:

- evaluate the health status of individuals, families, or groups;
- assume accountability for therapeutic intervention with individuals, families, or groups within clinical settings;
- institute and maintain interdependent professional relationships throughout the health-care delivery system;
- initiate, participate in, and utilize research and its findings;
- analyze critically historical and current issues in order to influence the development of professional nursing and the health-care system;
- analyze the health-care delivery system and utilize strategies that can affect the delivery of services;
- formulate professional goals and plans for implementation.

## Program of Study

The curriculum for the Master of Science degree is composed of five components:

Core courses	11 or 12 points
Clinical sciences	3 to 14 points
Clinical major	24 to 29 points
Functional minor	8 to 9 points
Electives	3 to 6 points

*Core courses* are those required for all students and include the following: *M6020—Research, I; M6030—Research, II; M6041—Theoretical basis of nursing practice; and M8521—Nursing and the health-care scene.*

*Clinical sciences* include at least one course focused on individual or family development for the age group appropriate to the specialty major and additional behavioral and/or biological sciences relevant to client age and/or health status. The science courses are shared by students in more than one major.

Courses in the *clinical major* focus on clinical application and integration of theory through guided practice. Because majors may partially overlap either in relation to client health status or client age group, given courses may be required in more than one major or may be elected by students from another major in order to respond to students' special interests. Flexibility is also enhanced through individualized study courses offered in the final term of most majors.

Each student is required to complete at least 8 points in one of three *functional minors*: research, administration, or education. The purpose of the functional minor is to enhance elements integral to the specialist role, i.e., clinical research or clinical teaching or management of clinical services. Courses in the minor may be selected from those offered in the School of Nursing or in other schools of the University, such as the School of Public Health or Teachers College.

Most majors allow for a small number of *electives*, which can be taken either within the School or in other parts of the University.



# Summary of the Clinical Specialty Majors

All majors prepare for clinical specialist practice through development of advanced assessment and patient management competencies. Graduates of all majors are prepared to assume a collaborative role with other health professionals and a leadership role in nursing care, in professional activities directed toward improvement of health care, and in advancement of professional nursing.

## Acute Care Nursing Major—Adult or Child

This major prepares clinical specialists in acute care nursing of the adult or child. While illness and hospitalization are specific situations in which the clinical specialist in acute care nursing is most actively involved, the nurse remains cognizant of the preventive and maintenance aspects of health care and provides intervention in these areas. Experiences progress from increasing assessment skills, to care of individuals and families in general medical-surgical settings, and then to critical care settings. In the last term, opportunity exists for specialization by clinical problems, e.g., cardiovascular, pulmonary, oncology, orthopedics—or by age group.

### Required Courses in the Sciences and the Major

#### *Common Courses—Adult and Child*

M6100	Advanced physiology	3 points
M6830	Acute care concepts	3 points
M8880	Individualized study in acute care	<u>6 points</u>
		12 points

#### *Adult*

M6010	Life cycle concepts (or other developmental course)	3 points
M6121	Pathophysiology—adult	2 points
M6710	Health assessment of the adult	4 points
M8830-M8831	Acute care of the adult, I and II	3,3 points
M8832-M8833	Practicum in acute care of the adult, I and II	<u>3,3 points</u>
		21 points

#### *Child*

M8560	Introduction to family theory (or other developmental course)	3 points
M6122	Pathophysiology—child	2 points
M6610	Physical and psychological assessment of the child	3 points
M8840-M8841	Acute care of the child, I and II	3,3 points
M8842-M8843	Practicum in acute care of the child, I and II	<u>3,3 points</u>
		20 points

## Adult Nurse Practitioner and Gerontology Majors

These majors prepare nurses for practice as clinical specialists in the delivery of primary care to the adult or the elderly age group. The gerontology track focuses on the physical and psychological concomitants of aging and effective adaptations to these changes. Graduates are eligible to sit for the ANA certifying examination appropriate to their major—adult nurse practitioner or gerontologic nurse practitioner.

## Required Courses in the Sciences and the Major

### *Common Courses—Adult, Gerontology*

M6010	Life cycle concepts (or other developmental course)	3 points
M6100	Advanced physiology	3 points
M6121	Pathophysiology—adult	2 points
M6710	Health assessment of the adult	4 points
M6730	Diagnosis and management of common health problems	3 points
M8772	Practicum in adult primary care, I	1 to 3 points
M8773	Practicum in adult primary care, II	1 to 3 points
M8770-M8771	Diagnosis and management of illness in adults, I and II	<u>3,3 points</u>
		20 to 24 points

### *Adult*

M6720	Health maintenance of the adult	3 points
M8790	Individualized study in adult primary care	1 to 8 points
M8776	Advanced practicum in primary care	<u>1 to 3 points</u>
		5 to 14 points

### *Gerontology*

M6770	Health maintenance of the elderly	3 points
HP8500	Interdisciplinary seminar and practicum in long-term care	3 points
M6750-M6751	Nursing seminar in gerontology, I and II	1,1 point
M8780	Individualized study in gerontology	<u>2 to 8 points</u>
		10 to 16 points

## Community Nurse Specialist Major

This major prepares nurses to assess and analyze the health needs of populations and to work closely with community organizations and residents in applying intervention and implementation techniques to promote and improve community health. The student gains generalized knowledge of a variety of health-related problems and issues common to a wide spectrum of urban, suburban, and rural populations and specialized experience in working with specific types of populations to maximize their health-care resources.

The community nurse specialist major has three content areas:

1. a population-based community sequence;
2. a personal health service/family practice series; and
3. an administrative/public health component (fulfills the requirement for the functional minor).

## Required Courses in the Sciences and the Major

P6400, P8400	Principles of epidemiology, I and II	3,3 points
P6103	Introduction to biostatistics	3 points
M6620	Pediatric primary care nursing, I	3 points
M6651	Perinatal nursing, I	3 points
M6222	Community nursing, I (assessment)	3 points
M6630	Pediatric primary care nursing, II	2 points
M6230	Community health nursing administration	3 points
M6770	Health maintenance of the elderly	3 points
M8220	Community nursing, II (intervention)	6 points
M8221	Community nursing, III (analysis and synthesis)	3 points
M8210	Community nursing family practice	<u>3 points</u>
		38 points

Selectives—one course from the School of Public Health in each of the following areas (functional minor):

Reimbursement for personal health	3 points
Public health law	3 points
Health care financial management	<u>3 points</u>
	9 points

## Maternity Nursing—Nurse-Midwifery Major

This major is designed to qualify graduates to be clinical specialists who are nurse-midwives, eligible to sit for the certifying examination administered by the American College of Nurse-Midwives. The main focus is on the essentially normal childbearing and interconceptional family, with additional preparation in collaborative management of the pregnant woman and neonate at risk. Optimum utilization of clinical facilities necessitates attendance in the summer term but also permits completion of the program in sixteen months of full-time study.

### Required Courses in the Sciences and the Major

M6010	Life cycle concepts (or other developmental course)	3 points
M6462	Health assessment of the adult female	3 points
M8474	Well-woman gynecology	3 points
M8472	Antepartum normal	5 points
M8473	Intrapartum normal/early postpartum/newborn	7 points
M6466	Nursing management of high-risk pregnancies	3 points
M8475	Clinical practicum in nurse-midwifery	6 points
M6465	Neonatology	3 points
M8470	Concepts of nurse-midwifery practice	<u>2 points</u>
		35 points

Students in this major are required to enroll for 3 points in *M8521—Nursing and the health-care scene*. The third point will be completed through a seminar dealing with professional issues specific to nurse-midwifery.

## Nurse Anesthesia Major

This major prepares nurses for clinical specialist practice in administering anesthesia to pediatric, adult, geriatric, and obstetrical patients. Their physical status ranges from healthy patients to those with multisystem problems. Specialty practice includes assessment and preoperative evaluation of patients, perioperative planning, anesthetic monitoring, and management support of vital systems to ensure and maintain physiological norms and to provide optimal conditions for a variety of diagnostic and surgical procedures. Practice includes teaching and counseling of patients, family members, and other nursing personnel during the perioperative period. Clinical practice begins in the third (summer) term, continues in the fourth term and extends through an eight-month full-time anesthesia residency in the final phase of the 24-month, 62-credit program. Graduates are eligible to take the certifying examination administered by the Council on Certification of Nurse Anesthetists.

### Required Courses in the Sciences and the Major

M6010	Life cycle concepts (or other developmental course)	3 points
M6124	Cardiovascular physiology and pathophysiology	3 points
M6125	Respiratory physiology and pathophysiology	3 points
M6110	Pharmacology of anesthetics	3 points
M6127	Neuroscience	2 points

M6111	Pharmacology of accessory drugs (or M4100, Pharmacology)	3 points
M6128	Endocrine, renal, and unusual diseases	3 points
M6862	Physical and psychological assessment of preoperative patient	2 points
M6870	Introduction to clinical anesthesia	3 points
M8870-M8871	Clinical practicum in nurse anesthesia, I and II	7,6 points
M6871	Anesthesia for specialty and emergency surgery	3 points
M8900-M8901	Anesthesia residency, I and II	<u>1,1 point</u>
		43 points

Students in this major are required to enroll for 3 points in *M8521—Nursing and the health-care scene*. The third point will be completed through a seminar dealing with professional issues specific to nurse anesthesia practice.

## Pediatric Primary Care Nursing and Pediatric Pulmonary Nursing Majors

These majors prepare nurses for practice as clinical specialists in delivery of primary health care to infants, children, and adolescents in a variety of community settings: out-patient departments, private practice offices, schools, homes, daycare programs, and chronic-care facilities. Graduates are eligible to sit for the certifying examination for pediatric nurse practitioners.

### Required Courses in the Sciences and the Major

M6100	Advanced physiology	3 points
M6122	Pathophysiology—child	2 points
M4100	Pharmacology	3 points
M6530	Developmental basis of therapeutic processes (or other developmental course)	3 points
M8560	Introduction to family theory	3 points
M6610	Physical and psychological assessment of the child	3 points
M6620	Pediatric primary care nursing, I	3 points
M6630	Pediatric primary care nursing, II	2 points
M6632	Clinical practicum: pediatric primary care nursing, II	4 points
M8670	Pediatric primary care nursing, III	3 points
M8674	Clinical practicum: pediatric primary care nursing, III	3 or 4 points
M8690	Pediatric primary care nursing, IV	<u>5 to 8 points</u>
		37 to 41 points

Students selecting the pediatric pulmonary major take all courses required for pediatric primary care. In the second year, clinical sites are in pediatric pulmonary care settings. In addition the following course is required in the third term:

M8672	Assessment and management of children with pulmonary diseases	3 points
-------	---	----------

## Perinatal Nursing Major

This major prepares nurses for clinical specialty practice in perinatal nursing, with emphasis on care of high-risk infants and mothers. "Perinatal" is defined as the time from conception to the end of the first postpartum year. The first term focuses on normal childbearing and fetal-newborn development. During the second term, emphasis is on deviations from normal childbearing and, in the third term, the focus is on deviations from normal in the newborn infant. In the fourth term, students select an area of special interest for further concentrated study and practice.

## Required Courses in the Sciences and the Major

M8560	Introduction to family theory	3 points
M6150	Maternal-fetal-newborn physiology	3 points
M6660-M6661	Perinatal nutrition, I and II	2,2 points
M6651, M6652, M6653, M8640	Perinatal nursing, I, II, III, and IV	5,7,6,6 points
		34 points

## Psychiatric-Community Mental Health Major—Adult or Child

This major prepares nurses for clinical specialty practice in promotion of mental health and treatment of psychiatric illness in a variety of hospital and community settings. The major provides two tracks, adult and child. Graduates are prepared to design and provide continuity of psychiatric mental-health care, guide and instruct others in care, correlate and coordinate mental-health services, and serve as liaison among various disciplines, the family, and the community.

## Required Courses in the Sciences and the Major

### *Common Courses—Adult and Child*

M8588	Theory of group development	2 points
M6530	Developmental basis of therapeutic processes	3 points
M6585	Theory of community mental health nursing	2 points
M8560	Introduction to family theory	3 points
M8592-M8593	Clinical practice and supervision with groups, I and II	2, 2 points
M8562	Clinical practice and supervision with families	2 points
		16 points

### *Adult*

M6562	Psychological assessment of adults	2 points
M6582	Evaluation and intervention in psychiatric illness	2 points
M6594	Concepts of psychiatric nursing	2 points
M8590-M8591	Clinical practice and supervision with individuals, I and II	2, 2 points
M6584	Psychobiology of behavior	2 points
M8594-M8595	Clinical practice in institutions, I and II	4, 4 points
		20 points

### *Child*

M6570	Introduction to clinical specialization in child psychiatric nursing	3 points
M6572	Psychological assessment of children	3 points
M6575	Evaluation and intervention in child psychopathology	3 points
M8350	Clinical seminar: children and families under stress	2 points
M8620	Clinical practice with children and families under stress	2 points
M8340-M8341	Advanced practice with children and families, I and II	4, 4 points
		21 points



# Admission to the Graduate Program

---

Applicants may pursue either part-time or full-time study. Most full-time students are admitted in the autumn term. Part-time students may enter in the autumn, spring, or summer term.

The following are required for admission:

1. a bachelor's degree with a nursing major from a program accredited by the National League for Nursing.
2. a license to practice nursing in the United States.
3. one year of experience in clinical nursing. (Obstetrical nursing, preferably intrapartum, is required for maternity nursing-nurse-midwifery; intensive care nursing is required for anesthesia nursing.) The one-year experience requirement is a minimum rather than a maximum requirement.
4. a course in statistics acceptable for graduate study. Undergraduate courses in general chemistry (which includes organic chemistry) and biology (which includes biochemistry), or the equivalent, are required for the nurse anesthesia major.
5. a course in basic physical assessment skills (not required for psychiatric-community mental health majors).
6. a satisfactory score on the Miller Analogies Test or the Graduate Record Examination.
7. a personal interview with faculty members. Interviews are scheduled by invitation, and only following a preliminary faculty review of applicants who have submitted all required admissions materials.

Acceptance of a student for admission is based on individual evaluation of character, health, past experience, and potential for graduate study, as well as on the fulfillment of academic requirements. The student should have a definite intention to continue in professional work upon completion of the degree.

Individual consideration is given to foreign students and those applicants who do not entirely meet specific requirements for admission.

## Non-Degree Students

A student may apply to take graduate courses as a nonmatriculant (special student). In order to change to degree candidacy, a student would need to file an application for change of status through the Office of Admissions. Successful course work as a special student does not ensure admission to degree candidacy. The special student admitted to degree candidacy may be awarded a maximum of 15 points (credits) for courses taken as a nonmatriculant.

## Admission Procedures

Application is made on a form supplied by the Office of Admissions and must be accompanied by a copy of the license to practice nursing in the United States. An application fee of \$25 made payable to Columbia University is required. The fee is not refundable. Applications for the graduate program should be filed as early as possible. Late applications will be considered only if openings remain available. The Admissions Committee will announce decisions following the completion of applicant interviews. At the time of acceptance, each applicant will be asked to confirm enrollment with a nonrefundable \$100 deposit to be applied toward program costs.

## Readmission

Students who have not been registered for two consecutive terms must file readmission forms and submit a nonrefundable application fee of \$25 through the Office of Admissions. Additional credentials may be required. Students in good standing may reregister within one academic year by filing a registration form through the Office of Admissions without a fee.

All readmission requests must be received by the Office of Admissions by November 15 for the spring term, April 15 for the autumn term, and January 15 for the summer term.



# Degree Requirements of the Graduate Program

---

A minimum of 60 points is required for graduation. The curriculum is composed of five components as described under Program of Study.

Core courses	11 or 12 points
Clinical sciences (varies by major)	3 to 14 points
Clinical major (varies by major)	24 to 29 points
Functional minor	8 to 9 points
Electives (varies by major)	3 to 6 points

## **Joint M.P.H./M.S. Program**

Program requirements described above can be combined with master's degree requirements in the School of Public Health in a joint degree program requiring 75 points. At least 30 points are required in residency in each school. The purpose of this interdisciplinary program is to prepare clinical specialists for positions that combine practice with administrative responsibilities or to prepare specialists whose clinical knowledge is enhanced by a related public health concentration. Degree requirements must be met for each program. Students have an adviser assigned in each school and are expected to consult both prior to registering each term. Application must be made to both schools for acceptance into the joint degree program.

## **Advanced Standing**

Advanced standing is granted on an individual basis at the time of acceptance based on equivalent content (for required courses), credit allotment, and satisfactory completion of courses. No more than 30 points of graduate course work (completed within the last five years) will be accepted for advanced standing. Course work done for the undergraduate degree will not be considered for advanced standing credit.

## **Residency and Time Limits**

All students must complete a minimum of 30 points in residence. Requirements for the Master of Science degree must be completed within five years of the date of enrollment in courses in the clinical major.

A student who has been continuously enrolled may apply for extension of period of candidacy if circumstances warrant. Students who apply for readmission to degree candidacy after a period of time will be evaluated in terms of degree requirements in effect at time of readmission.

## **Academic Standards**

All graduate students must earn a B in each clinical course and a B average in theoretical courses. Registration in an advanced clinical course requires successful completion of the preceding clinical course. Graduate maternity nursing-nurse-wifery students must master the content and clinical portions of each module in sequence in order to continue in this program.

# Key to Course Listings

---

In the listings of courses of instruction for the baccalaureate and graduate programs, each course number consists of a capital letter followed by four digits and the term designation.

*The capital letter* indicates the University faculty or division offering the course:

- M Faculty of Medicine
- P School of Public Health
- T School of Social Work

*The first digit* indicates the level of the course, as follows:

- 1 Undergraduate course, introductory
- 2 Undergraduate course, intermediate
- 3 Undergraduate course, advanced
- 4 Graduate lecture course, open to qualified undergraduates
- 6 Graduate lecture course, open only to master's degree candidates
- 8 Graduate field work, clinical practice, and case seminars, open only to master's degree candidates

Two consecutive numbers that are joined with a hyphen indicate a course that runs through both terms (e.g., *Nursing M2001x-M2002y*). The first half is prerequisite to the second half unless the course description says otherwise.

## Term Designations: x, y, and z

An x following the course number indicates that the course meets in the autumn term; a y indicates the spring term; and a z indicates the summer term.

## Points of Course Credit

The number of points of credit that a course carries *each term* is given in boldface type in the right margin of the course-title line.

440-2112-A-8  
MURKIN REPORTER 1970

440-2112-A-9

# Courses of Instruction

---

The University reserves the right to withdraw or modify the courses of instruction or to change the instructors as may be necessary (see *Key to Course Listings*).

**Nursing M1001x or y. Foundations of nursing practice.** 3 pts

**Ms. Colson and the staff.**

Provides the learner with the opportunity to develop cognitive and psychomotor skills needed to determine parameters of health in individuals of different ages and populations. The individual person is introduced as part of the larger social system of the family and community. Although all components of the nursing process are considered, emphasis is on the assessment process and the application of nursing intervention to assist clients in the maintenance and promotion of health and the prevention of disease.

**Nursing M2001y or z-M2002x. Determinants of nursing care, I and II.** 3 pts

**Ms. Russo.**

The aspects of nursing and health care that relate to the ill individual across the life-span and in different cultures. Both terms focus on the concepts of stress viewed from acute and ongoing situations and on how these concepts affect the body systems. The nursing process is the framework used to provide nursing care. A teaching team from each area provides an integrated approach to nursing content.

**Nursing M2010x or y. Health promotion.** 3 pts

**Professor Kneeshaw.**

The nurse's role in the promotion of health and the prevention of disease among infants, children, adolescents, and adults. Emphasis on the activities that individuals may use to promote healthy life styles, preventive services delivered by health providers, and the role of the government and other agencies in protecting people from harm. Major risk factors for each specific age group explored.

**Nursing M2016x or y. The nurse and the health-care delivery system.** 2 pts

**Professor Panwar.**

Provides the learner with beginning knowledge of the complexity of the health-care delivery system and the roles of nurses in the complex system. Intended to assist in the socialization of the learner to the nursing profession.

**Nursing M2020y or z. Introduction to physical assessment of the healthy adult.**

**Professor Smith and the staff.**

3 pts

Prerequisite: the instructor's permission.

Designed to introduce the undergraduate student to the skills and tools needed to perform an organized physical assessment of a healthy adult and record findings in a systematic manner. Lectures, audiovisual self-study, and supervised laboratory practice.

**Nursing M2101y or z-M2102x. Deviations from health, I and II.** 3 pts

**Ms. Fernandez.**

Prerequisite: *Health Professions M4108*.

Either term may be taken separately.

Intensive study of pathological interruptions that can occur in any biological system and the biobehavioral reactions to such interruptions.

**Nursing M2901y or z-M2902x. Clinical experience, I and II.** 6 pts

**Professor Brossart and the staff.**

Clinical study and analysis of the determinants of nursing care with selected clients. Paradigms of clinical practice enable the student to develop expertise in the application of the nursing process to situations of individual illness, with a variety of outcomes and experiences across age groups and clinical settings. Includes seminar to analyze, synthesize, and evaluate knowledge and experience gained in nursing theory courses and clinical study. Close relationships with clinical preceptors, the use of self-instructional materials, and college and clinical laboratory experiences allow the student to develop expertise within the framework of individual abilities.

<b>Nursing M3004x, y, or z. Issues in professional nursing.</b>	<b>3 pts</b>
<b>Professor Carter and the staff.</b>	
Designed to further facilitate transition from the student role to that of a beginning professional practitioner. Emphasis on the history, issues, and trends of the profession, and their interrelatedness with sociocultural forces affecting the quality and delivery of health care. The learner is expected to formulate a personal philosophy and to determine his or her commitment to the nursing profession.	
<b>Nursing M3020x, y, or z. Introduction to research in nursing.</b>	<b>3 pts</b>
<b>Ms. Grey and the staff.</b>	
Principles of research methodology as applied to nursing. Focuses on identification of areas or problems in the practice setting that are suitable for research.	
<b>Nursing M3054y. Management of patient care.</b>	<b>4 pts</b>
<b>Professor Bredice.</b>	
Focus on the problems and goals of patient-care management systems. Emphasis on designing models of organization and distribution of nursing care that lend themselves to research and evaluation. Approaches to developing leadership and change agent roles are explored.	
<b>Nursing M3904y. Clinical experience, III.</b>	<b>6 pts</b>
<b>Professor Lisanti.</b>	
Final clinical course in the program. Builds on previously acquired knowledge and provides opportunity for synthesis of knowledge and skills necessary to function as a beginning professional nurse.	
<b>Nursing M4001x or y. Ethics and arguments for analysis.</b>	<b>3 pts</b>
<b>Professor Kellett.</b>	
Encourages students to define their ethical values carefully and to understand fully the reasons that underlie their precepts. Presents basic elements of logic and ethical theory and requires student involvement in what is being taught. Student-led panel presentations of significant problem issues.	
<b>Nursing M4002x or y. Ethics and clinical nursing practice.</b>	<b>3 pts</b>
<b>Ms. Powderly.</b>	
Provides the practitioner with a philosophical base to use in controversial decision-making situations; familiarizes the student with current controversial issues in clinical nursing practice and biomedical ethics.	
<b>Nursing M4003x or y. Legislative political process.</b>	<b>3 pts</b>
<b>Professor Kellett.</b>	
Provides theoretical and practical information related to organizational and political problems that affect professional nursing. Students are expected to develop and design a political or legislative project based on their interests. An analysis of these projects includes the participation of experts.	
<b>Nursing M4020x or y. Perspectives on living with dying.</b>	<b>3 pts</b>
<b>Professor Poslusny.</b>	
Analysis and study of physical, psychosocial, cultural, and socioeconomic parameters that impact on human dying in today's society. Selected readings, research studies, lecture/presentations, and student concurrent nursing practice provide content and direction for examination of theoretical and clinical issues underlying choices and decisions in nursing practice with the dying and the bereaved.	
<b>Nursing M4023x or y. Nursing and women's health.</b>	<b>3 pts</b>
<b>Professor Brossart.</b>	
Limited to 30 students.	
Open only to seniors and graduate students.	
Provides the student with historical and theoretical bases for understanding the current women's movement, the ways in which this movement and nursing relate to each other, and the roles of nursing in providing health care to women. Lectures, group discussion, and independent study.	
<b>Nursing M4099x, y, or z. Independent study in nursing.</b>	<b>2 or 3 pts</b>
<b>Professor Panwar and the staff.</b>	
Designed to provide the opportunity to conduct a study related to clinical or non-clinical nursing areas that allows the student to exercise creativity, intellectual curiosity, and responsibility in an area of concern and interest to the student. The student selects a faculty preceptor. Individual or small groups. Final or written report required.	

<b>Nursing M4100y. Pharmacology.</b>	<b>3 pts</b>
<b>Ms. Fernandez (instructor) and guest lecturers.</b>	
Prerequisite: <i>Health Professions M4108, Nursing M2101-M2102</i> , or the permission of the coordinator. The effects on the human organism of prototypes of the major drug groups are studied. Pharmacokinetics and receptor theory provides a basis for study. The potential for drug abuse and interactions is considered across age levels.	
<b>Health Professions M4108x, y, or z. Anatomy and physiology.</b>	<b>4 pts</b>
<b>Dr. Batt.</b>	
Prerequisite: one year of college biology and chemistry.	
The instructor's permission is required for students not enrolled in the School of Nursing.	
An autotutorial course in the anatomy and physiology of the normal human body. The relationship of structure and function to homeostasis. Material covered from the molecular to the systemic level.	
<b>Health Professions M4220x or y. Normal human growth and development.</b>	<b>3 pts</b>
<b>Ms. Cook and the staff.</b>	
Individual development from conception to death, with exploration of the context of each life stage, its opportunities, problems, and emotions. Attention to interrelationship of individual development with significant evolving institutions such as the family and the culture. The course is presented as a sequence of weekly units. Each unit includes field placement experiences, readings, use of videotapes, and seminar time. Students may choose those learning experiences that best help them to master the objectives of the course.	
<b>Nursing M4450y. Maternal nutrition.</b>	<b>3 pts</b>
<b>Ms. Kulp.</b>	
Dietary assessment and intervention during the prenatal course. Theoretical content includes relationships of family economics, public policy, cultural and social meanings of foods to maternal nutrition. Supervised practical experience in nutritional counseling.	
<b>Nursing M6010x, y, or z. Life cycle concepts.</b>	<b>3 pts</b>
<b>Professor Kneeshaw and the staff.</b>	
Designed to acquaint the student with significant concepts related to the human life cycle as it relates to adulthood and the process of aging. Emphasis on a social systems approach to life process, integrating the cognitive, physiological, emotional, cultural, social, and spiritual factors that influence the individual. Using theory, the complexities of human behavior that influence wellness and the practice of positive health behaviors are explored.	
<b>Nursing M6020x, y, or z. Research, I.</b>	<b>3 pts</b>
<b>Professors Earle, Jamann, and Grau.</b>	
Introduction to principles and techniques of behavioral science research in nursing; problem recognition; and conceptualization, design, sampling, data collection, processing, and analysis. Modules and seminars. Development of problem area for clinical research. Consideration of nursing theories for theoretical frameworks.	
<b>Nursing M6030x, y, or z. Research, II.</b>	<b>3 pts</b>
<b>Professors Earle, Jamann, and Grau.</b>	
Prerequisite: <i>Nursing M6020</i> or its equivalent.	
Presentation of students' proposals; critical analysis and development of research design for project or thesis.	
<b>Nursing M6031x, y, or z. Research, III.</b>	<b>2 to 6 pts</b>
<b>Professor Ramphal and the staff.</b>	
Prerequisite: <i>Nursing M6030</i> .	
Designed for the student who will be developing a thesis.	
Refinement of data collection tools, and data collection and analysis.	
<b>Nursing M6041x, y, or z. Theoretical basis of nursing practice.</b>	<b>3 pts</b>
<b>Professors Decker, Dreher, Lennon, and Ms. Allbritten.</b>	
Designed to facilitate analysis and synthesis of relevant theories as bases for implementation of nursing practice. Communication, role development, and health-care management explored from the viewpoint of selected conceptual frameworks. The nature of theories, models concepts, and the science of nursing examined in a seminar format.	

**Nursing M6100x. Advanced physiology.** 3 pts  
**Dr. Batt.**Prerequisite: *Health Professions M4108* or the instructor's permission.

A conceptual approach to human physiology, covering physiology from the molecular to the systemic level.

**Public Health P6103x or y. Introduction to biostatistics.** 3 pts  
**The staff.**

Mass data of the health fields: the content of vital statistics; methods of collecting, tabulating, and graphing data; elementary methods of analyzing some of the simpler types of data in terms of averages, percentages, and rates. Summarization of experimental data by means of percentages, averages, and measures of variation; methods for evaluating chance variation as applied to percentages and averages; introduction to the concept of correlation.

**Nursing M6110y. Pharmacology of anesthetics.** 3 pts  
**Professor Svozil and the staff.**

Study of factors that affect action, absorption, distribution, biotransformation, excretion of drugs, and drug interactions. Study of uptake, distribution, biotransformation, and elimination of those drugs commonly used in anesthesia: (a) inhalation, local, and intravenous anesthetics; (b) muscle relaxants; (c) drugs used for sedation. Special emphasis on dosage, mechanism of action, characteristic drug effects, factors modifying drug effect, and indications and contraindications for use.

**Nursing M6111x. Pharmacology of accessory drugs.** 3 pts  
**The staff.**

Advanced study of current drugs in use that may be encountered in patients coming to anesthesia. Drugs used for cardiovascular and respiratory support, with emphasis on dosage, mechanism of action, characteristic drug effect, factors modifying drug action, and the indications and contraindications for use.

**Nursing M6120x. Pathophysiology—general.** 2 pts  
**Members of the Department of Medicine.**

The course is taught by leading physicians involved in research and/or practice. It is offered as a separate course to enable students to study and assimilate the pathophysiology of selected illnesses affecting adults and children.

**Nursing M6121y. Pathophysiology—adult.** 2 pts  
**Members of the Department of Medicine.**

Not given in 1982-1983.

This course is required for students in the Adult and Gerontology Nurse Practitioner programs. The pathogenesis of common conditions affecting adults is presented and serves as a basis for clinical management.

**Nursing M6122y. Pathophysiology—child.** 2 pts  
**Members of the Department of Pediatrics.**

This course is required for students in Pediatric Primary Care.

The pathogenesis of common conditions affecting children is presented and serves as a basis for clinical management.

**Nursing M6124x. Cardiovascular physiology and pathophysiology.** 3 pts  
**Dr. Han-Chiang Lee.**

Advanced study of cardiovascular physiology and pathophysiology, including pathophysiology of shock, invasive hemodynamic cardiovascular monitoring; pre-, intra-, and postoperative anesthetic consideration for patients with coronary artery disease, hypertension, and congestive heart failure. Interpretation of electrocardiograms, with emphasis on arrhythmia detection, treatment, and the way it relates to acid-base electrolyte balance and anesthesia.

**Nursing M6125x. Respiratory physiology and pathophysiology.** 3 pts  
**Ms. Doddato.**Functional anatomy and physiology; ventilation, diffusion, and perfusion; ventilation-perfusion relationships and abnormalities; oxygen transport; blood-tissue gas exchange; transport and elimination of CO<sub>2</sub>; analysis of blood gases and pH; regulation of respiration; respiratory physiology in unusual environment; physical diagnosis of pulmonary diseases. Emphasis on considerations related to pre-, intra-, and postoperative anesthesia care.

<b>Nursing M6127y. Neuroscience.</b>	<b>2 pts</b>
<b>Dr. Kevin V. Sanborn.</b>	
Readings and weekly lectures related to the anatomy and physiology of the nervous system. Emphasis on the mechanisms of neuronal transmission, the automatic nervous system, the biochemistry of neurotransmitters, control of respiration, and mechanisms of pain.	
<b>Nursing M6128y. Endocrine, renal, and unusual diseases.</b>	<b>3 pts</b>
<b>Dr. Ronald Andree.</b>	
Focuses on the physiological aspects of the kidney and endocrine glands, emphasizing their function in the maintenance of homeostasis. Analysis of abnormalities and their impact on perioperative management. Other medical entities such as malignant hyperpyrexia, muscular dystrophies, and porphyria are discussed.	
<b>Nursing M6150x. Maternal-fetal-newborn physiology.</b>	<b>3 pts</b>
<b>Dr. Stanek.</b>	
The physiology of pregnancy; physiologic development of the fetus; fetal and maternal adaptations during labor, delivery, and immediate postnatal period. Lecture.	
<b>Nursing M6222x. Community nursing, I: assessment.</b>	<b>3 pts</b>
<b>Professors Dreher and Kelly.</b>	
Focus is on the analysis of health problems as they occur at the community level. Using a community assessment tool, environmental and population characteristics are analyzed from geographical, sociocultural, political, and economic perspectives.	
<b>Nursing M6230y. Community health nursing administration.</b>	<b>3 pts</b>
<b>Professors Grau and Kelly.</b>	
Addressed the administrative principles and functions in the organization and management of community health systems. Specific topics include labor relations, governmental regulations, policy development, and implementation.	
<b>Public Health P6400x. Principles of epidemiology, I.</b>	<b>3 pts</b>
<b>The staff.</b>	
Prerequisite for students who are not M.P.H. candidates: the instructor's permission.	
Prerequisite or corequisite: <i>Public Health P6100, P6102 or P6103.</i>	
The concepts, principles, and uses of epidemiology. Epidemiological analysis of the determinants of health and disease. Study of particular diseases to illustrate the descriptions of their distributions and courses, the analysis of their causes, and approaches to prevention. In the main, teaching is in autonomous small-group seminars. Research paper, examination, and student participation. Lectures, seminars, and exercises.	
<b>Nursing M6462x, y, or z. Health assessment of the adult female.</b>	<b>3 pts</b>
<b>Professor Decker and the staff.</b>	
Evaluation and remediation of physical assessment skills. In-depth anatomy and physiology of the reproductive system, with application to complete physical and pelvic assessment of the adult female. Includes components of communication theory as applied to complete history taking, interpretation of laboratory values, and human sexuality. Seminars, laboratory, and clinical practice.	
<b>Nursing M6464x, y, or z. Parent education.</b>	<b>2 or 4 pts</b>
<b>Ms. Lichtman.</b>	
Prerequisite: <i>Nursing M6462 and M8472.</i>	
Principles of teaching and learning applied to preparation for childbearing. Development of parent classes and supervised teaching experiences included.	
<b>Nursing M6465x, y, or z. Neonatology.</b>	<b>3 pts</b>
<b>The staff.</b>	
Prerequisite: <i>Nursing M6462, M8472, M8473, M8474, and M8475.</i>	
Seminar discussion of common newborn variations and problems. Interdisciplinary approach using expertise of physicians, nurse-midwives, and perinatal nurses in care of sick newborn.	
<b>Nursing M6466x, y, or z. Nursing management of high-risk pregnancies.</b>	<b>3 pts</b>
<b>Professor Decker and Sr. Rose Carmel.</b>	
Prerequisite: <i>Nursing M6462, M8472, M8473, and M8474.</i>	
Theory and rationale for medical and nursing management of the care of the patient with complications of pregnancy, labor, delivery, and the postpartum period. Practice includes provision of expert nursing care as well as identification of high-risk patient, through history taking, laboratory findings, and physical examination. The interdisciplinary health team approach is utilized.	

<b>Nursing M6470x, y, or z. Guided study in maternity nursing. The staff.</b>	<b>2 to 6 pts</b>
Prerequisite: the instructor's permission.	
Beginning graduate-level selection of area of theory in maternity nursing for in-depth study with guidance by faculty preceptor.	
<b>Nursing M6530x. Developmental basis of therapeutic processes. Ms. Disbrow.</b>	<b>3 pts</b>
Limited to 20 students.	
Concepts of ego psychology and maturational sequence from infancy through adolescence. Special emphasis on concepts of attachment behavior, trauma, anxiety, and identity formation in normal development. Seminar discussion.	
<b>Nursing M6562y. Psychological assessment of adults. Professor Earle and Dr. Goldberg.</b>	<b>2 pts</b>
Interviewing and psychological assessment of adults to ascertain the level of psychological functioning. Techniques and methodology presented. Seminar includes demonstrations and clinical assignment to ensure student participation.	
<b>Nursing M6570x. Introduction to clinical specialization in child psychiatric nursing. Ms. Feldstein.</b>	<b>3 pts</b>
Weekly seminars to discuss and demonstrate clinical skills basic to the practice of the clinical specialist. Weekly practicum to further develop skills and to develop clinical applications of concepts.	
<b>Nursing M6572y. Psychological assessment of children. Dr. Dunton and the staff.</b>	<b>3 pts</b>
Seminar discussion, lectures by instructor and guests, observations of interviews with children, and student presentation of clinical data. Health assessment interviews required.	
<b>Nursing M6575x. Evaluation and intervention in child psychopathology. Dr. Dunton and the staff.</b>	<b>3 pts</b>
Seminar focusing on understanding of the intellectual, behavioral, emotional, physical, and developmental disorders of childhood. Therapeutic interventions are taught through readings, discussion, and interviewing.	
<b>Nursing M6578y. Treatment modalities for disturbed and distressed children. Professor Earle.</b>	<b>2 pts</b>
Not offered after spring 1983.	
Eclectic study of modalities currently useful in the treatment of children. Includes creative arts, milieu, psychopharmacology, behavior modification, readings, lectures, and field visits.	
<b>Nursing M6582y. Evaluation and intervention in psychiatric illness. Professor Earle, Dr. Goldberg, and the staff.</b>	<b>2 pts</b>
Prerequisite: the instructor's permission.	
Seminar focusing on understanding anxiety, depression, mania, schizophrenia, and other psychiatric disorders. Psychiatric assessment and psychotherapeutic interventions taught through readings, discussion, and tapes.	
<b>Nursing M6584x. Psychobiology of behavior. Dr. Goldberg and the staff.</b>	<b>2 pts</b>
Prerequisite: <i>Nursing M6582</i> .	
Neurochemical, genetic, and psychodynamic bases of psychopathology. Psychopharmacological and psychotherapeutic treatment of mental illness. Readings, seminars, discussion.	
<b>Nursing M6585x or y. Theory of community mental health nursing. Professor Lennon.</b>	<b>2 pts</b>
Prerequisite: <i>Nursing M6582</i> and the instructor's permission.	
Basic concepts and development of community mental health. The functional roles of the clinical specialist in community mental health. Seminar discussion, reading, and written assignments.	
<b>Nursing M6594y. Concepts of psychiatric nursing. Ms. Disbrow.</b>	<b>2 pts</b>
Prerequisite: <i>Nursing M6530</i> and the instructor's permission.	
Through weekly reading assignments and discussion, the student is introduced to expectable and extreme	

manifestations of psychological stress reactions, with focus on sensory deprivation, grief, loneliness, panic, delusions, hallucinations, and suicidal behaviors.

**Nursing M6610x. Physical and psychological assessment of the child. 3 pts**  
**Ms. Allbritten, Professor Jackson, and the staff.**

Prerequisite: the instructor's permission.

Designed to prepare the student to take a complete health and development history of a normal child, perform a systematic physical examination, recognize physical and psychological health and developmental problems, and record findings using the problem-oriented method. Methodologies include lecture, modules, audiovisual presentations, written assignments, laboratory practice, and peer review.

**Nursing M6620x. Pediatric primary care nursing, I. 3 pts**  
**Ms. Allbritten, Professor Jackson, and the staff.**

Theory focuses on the primary health care of infants and young children. Growth, development, behavior of children, and child-rearing styles are studied. A theoretical approach to counseling, health behavior, and health education is taught in seminars, lectures, and group work. Clinical practicum (required for students in Pediatric Primary Care) includes practice in maternity settings, clinics, and nursery schools. Students provide support, counseling, and health education to parents, as well as health care to children. Students assess the health status, growth, development, and behavior of infants and young children, as well as parents' responsiveness and child-rearing styles. They individualize counseling to assist parents to enjoy parenthood while learning about infant and young children's behavior. Planned observations and written analysis.

**Nursing M6630y. Pediatric primary care nursing, II. 2 pts**  
**Ms. Allbritten, Professor Jackson, and Dr. B. Beeber.**

Prerequisite: the instructor's permission.

The components of health maintenance, counseling, and health teaching are applied to school-agers and adolescents. Students apply the principles of teaching as they plan to teach youngsters in the classroom and counsel adolescents in small groups.

**Nursing M6632y. Clinical practicum: pediatric primary care nursing, II. 4 pts**  
**Mses. Allbritten, Jones, and Professor Jackson.**

Prerequisite: the instructor's permission.

Students assess children for health status, behavior patterns, growth, and development and assist parents by providing information and counseling in schools and clinic settings. Students teach classes to school children and counsel with school personnel. Interdisciplinary conferences assist in role clarification, collegial relationships, and appropriate referrals.

**Nuring M6635y. The chronically ill child and the family. 3 pts**  
**Ms. Grey.**

Students study the work of theorists and researchers on the psychological and social consequences of illness to children and their families. Emphasis is placed on theory from the behavioral sciences necessary to provide care to clients with chronic and/or handicapping conditions both in and out of the hospital. Methods: case studies, seminars.

**Nursing M6651x. Perinatal nursing, I. 3 or 5 pts**  
**Ms. Powderly.**

Focuses on the family as a developing system during the process of normal pregnancy. The parameters of perinatal health are studied with emphasis on health promotion and prevention of illness. Introduction to the role of perinatal clinical specialist includes developing conceptual framework for practice and skill in nursing assessment and diagnosis during the childbearing experience. Clinical experience includes performing health histories on pregnant and postpartum women and newborns; also systematic physical examinations. Opportunity for counseling selected families and patients.

**Nursing M6652y. Perinatal nursing, II. 3 or 7 pts**  
**The staff.**

Provides the student with the opportunity to study the dynamics of high-risk pregnancy from both physical and psychosocial perspectives. The student learns to assess the physical and psychosocial needs of patients and families who are experiencing selected complications of pregnancy. Clinically developing and implementing an interdisciplinary plan of care for such families is the major focus. Concurrently the student engages in selected activities that assist in the development of skills appropriate to the perinatal clinical specialist.

**Nursing M6653x. Perinatal nursing, III.****3 or 6 pts****The staff.**

Provides the student with the opportunity to study the high-risk neonate from both physical and psychosocial perspectives. The student learns to assess the physical and psychosocial needs of neonates and families who are experiencing selected problems. Developing and implementing an interdisciplinary plan of care for such families in the acute and chronic phases of their problems is a main focus. In addition, follow-up care and long-term needs of these neonates and families is stressed. Concurrently, the student engages in selected activities that assist in the development of skills appropriate to the perinatal clinical specialist.

**Nursing M6660x. Perinatal nutrition, I.****2 pts****Professor Winick.**

Metabolic changes during pregnancy, maternal nutrient requirements, maternal-fetal exchange, fetal nutrient requirements, specific deficiencies, and outcome of pregnancy. Assessment of nutritional status in a pregnant woman.

**Nursing M6661y. Perinatal nutrition, II.****2 pts****Ms. Muttart.**

Newborn-infant nutrition: emphasis on the nutritional requirements and gastrointestinal functions of the normal neonate and guidelines to the therapeutic needs of the abnormal. Historical and cultural aspects included.

**Nursing M6710x. Health assessment of the adult.****4 pts****Ms. Namaroff and the staff.**

Gives the student the opportunity to sharpen physical assessment skills, interpret physical findings, and learn their implications in introduction of the interpretation of laboratory data. Workshops on interviewing techniques as well as laboratory skills are included. Teaching strategies include physical diagnosis rounds, seminars, and workshops.

**Nursing M6720x. Health maintenance of the adult.****3 pts****Ms. Namaroff and the staff.**

To be taken concurrently with *Nursing M6710*.

Includes both theory and clinical components. In a systematic approach to the delivery of primary health care, classwork on those aspects relating to health maintenance and prevention of illness. The concurrent clinical experience focuses on primary health care of the well adult.

**Nursing M6730y. Diagnosis and management of common health problems.** **3 pts****Ms. Namaroff and the staff.**

Prerequisite: *Nursing M6720* and *M6120*.

Prerequisite or corequisite: *Nursing M6121*.

Utilizing a systems approach, frequently occurring episodic and chronic health problems manifest in adult care are studied. Emphasis on the appropriate data base and management plan for provision of care by nurse practitioners.

**Nursing M6750y-M6751x. Nursing seminar in gerontology, I and II.****1 pt****Ms. Quinlan.**

Corequisite: *Nursing M6730* and *M8770*.

Focuses on the application of theory and clinical content in the care of the elderly.

**Nursing M6770x. Health maintenance of the elderly.****3 pts****Ms. Quinlan.**

In a systematic approach to the delivery of primary health care, those aspects relating to health maintenance and prevention of illness are considered. The theory and concurrent nursing practice is focused on primary health care of the essentially well older adult. Health education and anticipatory guidance are stressed. Emphasis is placed upon the normal aging process and upon the coping mechanisms of the older person under physiological stress. Nursing interventions to increase the probability of successful aging are studied.

**Nursing M6780y. Health problems of the aged.****3 pts****Ms. Quinlan.**

The various health problems of the aged, specifically in neurologic and psychological areas. Discussion of current innovations necessary for the gerontological clinical specialist.

<b>Nursing M6830x. Acute care concepts.</b>	<b>2 or 3 pts</b>
<b>Professor Mahoney and the staff.</b>	
A systematic introduction to acute care nursing through focus on concepts that apply to all age groups, from infants to the elderly. Collection of expanded data base through observation, history taking, laboratory and diagnostic data. Lecture, discussion, case presentations.	
Additional point is limited to acute care nursing majors and involves application of acute care concepts in selected situations.	
<b>Nursing M6862z. Physical and psychological assessment of preoperative patient.</b>	<b>2 pts</b>
<b>Professor Svozil and the staff.</b>	
History and physical examination technique aimed at identifying pathology rather than diagnosed disease entities, with emphasis on information concerning the heart, lungs, and peripheral circulation. Includes those aspects of neurological examination most helpful in assessing the degree of CNA depression. Students learn to recognize physical and psychological problems, interpret laboratory and diagnostic tests, and to develop an anesthesia management care plan based on the problem-oriented approach.	
<b>Nursing M6870z. Introduction to clinical anesthesia.</b>	<b>3 pts</b>
<b>Professor Svozil and the staff.</b>	
Basic methods of anesthesia administration, including techniques, principles, and equipment required. Introduction to applied physics of anesthesia machines and equipment, noninvasive and invasive monitoring techniques, airway management, physiological effects of surgical positioning, basic principles of electrical circuits, physiological effects of electricity, principles of electrical safety, principles and application of medical electronic equipment. Lecture modules, audiovisual techniques, and supervised laboratory experience.	
<b>Nursing M6871x. Anesthesia for specialty and emergency surgery.</b>	<b>3 pts</b>
<b>The staff.</b>	
Investigation of selected problems commonly associated with specialty and emergency surgery. Anesthetic consideration for the various surgical procedures as well as for pediatric, obstetrical, and geriatric patients. Includes anatomical, physiological, and pathophysiological considerations of pregnancy, infancy, childhood, and the aged. Techniques of selected regional anesthetics, including the indications and contraindications for use.	
<b>Nursing M8020 x, y, or z. Clinical teaching practicum in health care.</b>	<b>2 to 6 pts</b>
<b>The staff.</b>	
Exploration of teaching of health care within the framework of higher education, continuing education, and/or staff development. Emphasis on the role of the teacher and learner in a variety of health-care settings. The student is responsible for designing and carrying out the objectives for the teaching practicum. Faculty preceptors are assigned by the department to provide guidance and supervision during the experience.	
<b>Nursing M8030x, y, or z. Clinical administration practicum in health care.</b>	<b>2 to 6 pts</b>
<b>The staff.</b>	
Application of principles and practices of administration in health care. Emphasis on the role of the administrator in a variety of settings. The student is responsible for designing and carrying out the objectives for the administration practicum. Faculty preceptors are assigned by the department to provide guidance and supervision.	
<b>Nursing M8210y. Community nursing family practice.</b>	<b>3 pts</b>
<b>The staff.</b>	
Not given in 1982-1983.	
Application of the individual/family health maintenance concepts and principles to a segment of the community population. Clinical specialist leadership functions are demonstrated through direct patient services. Delivery of nursing care to families, with emphasis on sociocultural and economic influences on behavior.	
<b>Nursing M8220z. Community nursing, II: community intervention.</b>	<b>6 pts</b>
<b>Professor Fitzig.</b>	
Presents theories and applications of health intervention techniques at the population level. Emphasis is on the acceptability, accessibility, affordability, and coordination of intervention strategies. Affords the student an opportunity to assess and evaluate representative health interventions through a structured field experience in health agencies serving a designated population.	

<b>Nursing M8221x. Community nursing, III: community analysis and synthesis.</b>	<b>3 pts</b>
<b>The staff.</b>	
Not offered in 1982-1983.	
A forum for the presentation of the students' research. The focus is on contemporary issues in community health and their analysis and relationship to nursing practice. Population similarities and differences as they influence health intervention strategies from administrative, economic, social, and professional perspectives are emphasized.	
<b>Nursing M8340x-M8341y. Advanced practice with children and families, I and II.</b>	<b>4 pts</b>
<b>The staff.</b>	
Practicum with distressed/disturbed children and families in hospital liaison and community mental health. Liaison skills developed within the institutional setting. Treatment with selected children and families, interdisciplinary collaboration, observation of administrative process in delivery of services in both practice areas. Weekly clinical supervision and selected readings.	
<b>Nursing M8350y. Clinical seminar: children and families under stress.</b>	<b>2 pts</b>
<b>Ms. Parker.</b>	
Discussion of the applicability of consultation and liaison skills. Weekly presentation of theories of stress, child and family adaptations to stress, and nursing interventions. Assigned readings and audiovisual materials.	
<b>Public Health P8400y. Principles of epidemiology, II.</b>	<b>3 pts</b>
<b>Instructor to be announced.</b>	
Primarily for students specializing in epidemiology.	
Prerequisite: the instructor's permission.	
The basic course, <i>Public Health P6400</i> , is extended by more intensive study of the prescribed texts and by wider reading.	
<b>Nursing M8470x. Concepts of nurse-midwifery practice.</b>	<b>2 pts</b>
<b>Professor Decker and the staff.</b>	
Corequisite: the first clinical course.	
An introduction to nurse-midwifery practice philosophy, content, and strategies. Students present clinical case material at weekly seminars for discussion and critique.	
<b>Nursing M8472x, y, or z. Antepartum normal.</b>	<b>5 pts</b>
<b>Sr. Rose Carmel and the staff.</b>	
Prerequisite: <i>Nursing M6462</i> and <i>M6220</i> .	
The physiological, social, and emotional components of antepartum care. Embryology and fetology, genetics, communication theory, principles of preparation of families for childbearing, and community aspects of maternal, newborn, and family health services. Practice includes nurse-midwifery management of the care of the normal antepartum woman. Seminars and clinical practice.	
<b>Nursing M8473x, y, or z. Intrapartum normal/early postpartum/newborn.</b>	<b>7 pts</b>
<b>Mses. Kaplan, Lichtman, and the staff.</b>	
Prerequisite: <i>Nursing M6462</i> and <i>M6220</i> .	
Nurse-midwifery management of the care of the normal intrapartum woman. Content includes anatomy and physiology relevant to the care of the intrapartal and early postpartal patient, review of labor support and physical needs, theory of neonatal adaptation of extrauterine life, resuscitation, and management of normal labor, delivery, and immediate postpartum care of mother and newborn.	
<b>Nursing M8474y or z. Well-woman gynecology.</b>	<b>3 pts</b>
<b>Ms. Kulb and the staff.</b>	
Prerequisite: <i>Nursing M6462</i> and <i>M6220</i> .	
Theory and practice related to nurse-midwifery management of interconceptional care. Anatomy and physiology relative to postpartum woman, endocrinology, sexuality, and current contraceptive methods, including indications and contraindications for use, knowledge of demography, and theory of minor gynecological variations and common problems. Seminars and clinical practice.	
<b>Nursing M8475x, y, or z. Clinical practicum in nurse-midwifery.</b>	<b>5 pts</b>
<b>The staff.</b>	
After January 1983 the course will be offered for 6 points.	
Prerequisite: <i>Nursing M6466</i> and all other clinical major courses except <i>Nursing M6466</i> and <i>M6464</i> .	
Intensive integration of theory and clinical practice in the nurse-midwifery management of medically and	

obstetrically uncomplicated women and newborns throughout the childbearing cycle. Clinical practice in all areas, teaching rounds, case presentations, and seminars with professional colleagues.

**Nursing M8490x, y, or z. Independent study in maternity nursing. 1 to 6 pts**

**Professor Decker and the staff.**

Prerequisite: the instructor's permission.

Selection of area of theory in maternity nursing–nurse-midwifery for in-depth study with guidance by faculty preceptor.

**Nursing M8495x, y, or z. Clinical preceptorship in nurse-midwifery. 2 to 6 pts**

**Professor Decker and the staff.**

Prerequisite: *Nursing M6220, M6462, M8472, M8473, M8474, and M8475.*

Selection of area of advanced nurse-midwifery practice. Work in collaboration with faculty preceptor and staff nurse-midwives in a variety of nurse-midwifery services.

**Health Professions M8500x. Interdisciplinary seminar and practicum in long-term care. 3 pts**

**Mrs. Miller.**

Examination of models of health care for the elderly and practice of skills for effective collaborative interaction. Weekly seminar has problem-solving focus related to observations and practicum experiences in long-term settings.

**Nursing M8521x, y, or z. Nursing and the health-care scene. 2 or 3 pts**

**Professor Ramphal and the staff.**

Prerequisite: the instructor's permission.

The implications of educational preparation for nursing practice and quality of care issues, including law, ethics, peer review, consumer advocacy, and components of nurse power.

**Nursing M8560x or y. Introduction to family theory. 3 pts**

**Ms. Feldstein.**

Prerequisite: the instructor's permission.

An introductory course in family theory and therapy designed for graduate students whose work can be enriched by an understanding of family systems. The concept of the family as a system, theoretical models upon which to base clinical practice, and seminal ideas in family therapy presented. Consists of seminars of videotapes, simulations, and a small-group experience.

**Nursing M8562x or y. Clinical practice and supervision with families. 2 pts**

**Ms. Feldstein.**

Prerequisite: the instructor's permission.

Prerequisite or corequisite: *Nursing M8560.*

A clinical practice course designed for graduate students who wish to develop their clinical skills in working with families. Consists of clinical practice with families and clinical supervision by a faculty member.

**Nursing M8588x. Theory of group development. 2 pts**

**Professor Lennon.**

Weekly seminar discussion of assigned readings and classroom learning. Emphasis on concepts of group formation, problem resolution, and termination, and exploration in depth of concepts of leadership, membership, and responsibility.

**Nursing M8590x-M8591y. Clinical practice and supervision with individuals, I and II. 2 pts**

**Ms. Disbrow and the staff.**

Prerequisite: the instructor's permission.

Each student is given an opportunity to work with one or more individuals or families and is responsible for assessing and working with the physical, psychological, and social aspects of the clinical case under nursing supervision. Readings, clinical practice, and supervision.

**Nursing M8592x-M8593y. Clinical practice and supervision with groups, I and II. 2 pts**

**Professor Lennon and the staff.**

Prerequisite: the instructor's permission.

The student participates as a leader or co-leader in a goal-oriented group. Clinical supervision focuses on the dynamic nature of group development. Reading and written assignments and group discussion.

**Nursing M8594x-M8595y. Clinical practice in institutions, I and II.** 4 pts**The staff.**

Prerequisite: the instructor's permission.

Students participate as active members of multidisciplinary teams in psychiatric or other health-oriented organizations, focusing on further development of clinical skills with individuals and groups, demonstrating consultation, teaching, and management skills within the organization. Required readings, written assignments, and specific projects designed to help the student practice and appreciate the clinical specialist role within an institution.

**Nursing M8620y. Clinical practice with children and families under stress.** 2 pts**Ms. Buschman and the staff.**

A practicum designed to provide students with exposure to children and adolescents stressed by acute, chronic, or life-threatening disease and by congenital deformities. The experience gives students the opportunity to work with these young patients and their families and to appreciate the effects of such stress upon growth, development, family and social functioning. Collaboration with professionals within the context of the pediatric out-patient department and community agencies is encouraged. Home visiting to be arranged where appropriate.

**Nursing M8640x or y. Perinatal nursing, IV.** 6 pts**The staff.**

Prerequisite: *Nursing M6651, M6652, and M6653.*

Designed to facilitate implementation of the clinical specialist role in the care of high-risk women and infants and is oriented toward meeting the expressed needs of individual students. Students have the opportunity to acquire skills under direction and supervision of a clinical mentor.

**Nursing M8650x or y. Individualized study in perinatal nursing.** 2 to 8 pts**Professor Messler and the staff.**

Selection of a special area of interest within perinatal nursing. Clinical practice and intensive study under the guidance of a preceptor. Outline of proposed work and final written report required. Opportunity to develop skills in expanded role.

**Nursing M8670x. Pediatric primary care nursing, III.** 3 pts**Ms. Grey and the staff.**

Prerequisite: the instructor's permission.

Introduction to the provision of primary health care to children with common episodic illnesses. Lectures and seminars provide the student with the knowledge base on which to recognize and manage health problems in the pediatric population.

**Nursing M8672x. Assessment and management of children with pulmonary diseases.** 3 pts**Ms. S. Blumenthal-Epstein.**

Required for students choosing individualized study of children with respiratory illness. The care of children with respiratory illness, with emphasis on respiratory physiology, epidemiology, treatment epidemiology, treatment interventions, and psychosocial implications. An interdisciplinary teaching approach is utilized. Methods include lectures, seminars, audiovisuals, and selected clinical experiences.

**Nursing M8674x. Clinical practicum: pediatric primary care nursing, III.** 3 or 4 pts**Mses. Brown, Grey, and Jackson.**

Corequisite: *Nursing M8670.*

Provision of primary health care to children with common health problems. Practice focuses on recognition and management of common episodic illnesses in the clinical setting. Working within protocols developed by the institution and under the guidance of preceptors, students acquire skill in clinical decision making, management, and collaboration with other health-care providers. Students continue to provide primary health care to a selected group of clients. Clinical settings include ambulatory care clinics and community health centers. All students must register for 3 points; the 4th point is for those who elect to learn the pelvic examination. Precepted clinical experiences, seminars, and interdisciplinary conferences.

**Nursing M8690y. Pediatric primary care nursing, IV.** 5 to 8 pts**Ms. Grey.**

Advanced clinical practice of pediatric primary care nursing. With the guidance of preceptors, students select areas for intensive study and clinical practice. An outline and objectives for the proposed work are required prior to registration, as well as a final written report. Areas include well child and adolescent clinics, health maintenance organizations, schools, and pediatric subspecialty clinics. Clinical practice, seminars, interdisciplinary conferences, and a final oral examination.

**Nursing M8770x-M8771y. Diagnosis and management of illness in adults, I and II.** 3 pts**Ms. Mellett and the staff.**

Utilizing a systems approach, the diagnosis and management of health conditions manifest in adult primary care are studied. The course and management of clinical problems are emphasized, as well as the care provided by nurse practitioners.

**Nursing M8772y-M8773x. Practicum in adult primary care, I and II.** 1 to 3 pts**Mses. Mellett and Namaroff.**

Corequisite: *Nursing M6730 and M8770.*

Clinical field experience provides opportunity for students to acquire skills in assessment, decision making, and management of care for adults with a variety of episodic and long-term health problems. Clinical settings include ambulatory care facilities, community health centers, diagnostic and screening centers, home care programs, and extended care facilities.

**Nursing M8776y. Advanced practicum in primary care.** 1 to 3 pts**Ms. Mellet and the staff.**

Corequisite: *Nursing M8771.*

During this final clinical placement, students provide primary care services to adults with episodic and chronic conditions. Collaborative practice within a team structure is emphasized. A variety of clinical settings are utilized.

**Nursing M8780x or y. Individualized study in gerontology.** 2 to 8 pts**Ms. Quinlan.**

Selection of a specific area of interest within the gerontology specialty. With the guidance of a preceptor, intensive study is combined with clinical practice. Proposed work must be outlined before registration.

**Nursing M8790x or y. Individualized study in adult primary care.** 1 to 8 pts**The staff.**

Prerequisite: *Nursing M6730.*

Selection of a specific area of interest within the adult primary care specialty. With the guidance of a preceptor, intensive study is combined with clinical practice. Proposed work must be outlined before registration.

**Nursing M8830y. Acute care of the adult, I.** 3 pts**Professor Mahoney and the staff.**

Prerequisite: *Nursing M6830.*

Expansion of theory base and integration of acute care concepts for adults hospitalized with medical-surgical problems that require extended care. The need to work with families and community agencies is stressed. Lecture, discussion, presentations, case studies.

**Nursing M8831x. Acute care of the adult, II.** 3 pts**The staff.**

Prerequisite: *Nursing M8830.*

Emphasis on the role of the clinical specialist in life-threatening situations. Common needs of adults are identified. Factors influencing patients' and team members' reactions and continuity of care are explored. Lecture, discussion, presentations, case studies, professional meetings.

**Nursing M8832y. Practicum in acute care of the adult, I.** 3 pts**The staff.**

Prerequisite: *Nursing M6830.*

Emphasis on nursing assessment, diagnosis, care planning, and evaluations in hospital and postdischarge. Practice settings include hospital units, clinics, private practices, and VNS of N.Y.

**Nursing M8833x. Practicum in acute care of the adult, II.** 3 pts**The staff.**

Prerequisite: *Nursing M8832.*

Clinical focus is on rapid and accurate application of the nursing process to adults in more life-threatening situations; projection and follow-up of patients' and families' future needs; analysis of dynamics and effects of heightened physical and psychological stress. Practice settings include intensive care units, emergency rooms, operating rooms, and recovery rooms.

**Nursing M8840y. Acute care of the child, I.** 3 pts**The staff.**

Prerequisite: *Nursing M6830.*

Expansion of theory base and integration of acute care concepts for children hospitalized with medical-surgical problems that require extended care. The need to work with families and community agencies is stressed. Lecture, discussion, presentations, case studies.

**Nursing M8841x. Acute care of the child, II.** 3 pts

**The staff.**

Not given in 1982-1983.

Prerequisite: *Nursing M8840*.

Emphasis on the role of the clinical specialist in life-threatening situations. Common needs of children and their parents are identified. Factors influencing patients' and health team members' reactions and continuity of care are explored. Lecture, discussion, presentations, case studies, professional meetings.

**Nursing M8842y. Practicum in acute care of the child, I.** 3 pts

**The staff.**

Prerequisite: *Nursing M6830*.

Emphasis on nursing assessment, diagnosis, care planning, and evaluation in hospital and postdischarge. Practice settings include hospital units, clinics, private practices, and VNS of N.Y.

**Nursing M8843x. Practicum in acute care of the child, II.** 3 pts

**The staff.**

Not given in 1982-1983.

Prerequisite: *Nursing M8842*.

Clinical focus is on rapid and accurate application of the nursing process to children in more life-threatening situations; projection and follow-up of patients' and families' future needs; analysis of dynamics and effects of heightened physical and psychological stress. Lectures, modules, seminars. Practice settings include intensive care units, emergency rooms, operating rooms, and recovery rooms.

**Nursing M8870z-M8871x. Clinical practicum in nurse anesthesia, I and II.** 13 pts

**The staff.**

Intensive integration of theory and clinical practice for patients undergoing surgical and obstetrical anesthesia. Emphasis on assessment and nurse anesthesia management. Students are assigned to a specialty for a defined period of time. Clinical practice is structured to meet realistic competencies under tutorial guidance. Through critique of anesthesia care plans, case discussion, presentation, and seminars, the student develops logical problem-solving techniques and critical judgment. Mastery to the specific level of competency is required within the specified time framework. *Clinical Practicum I*: basic anesthesia practice for uncomplicated surgical procedures on patients of Physical Status ASA I and II. *Clinical Practicum II*: expanded anesthesia practice for more involved surgical procedures on patients of Physical Status ASA III and IV and the pediatric, obstetric, and geriatric patient.

**Nursing M8880x or y. Individualized study in acute care.** 6 pts

**The staff.**

Prerequisite: all other acute care courses.

Intensive study and clinical experience in an area of concentration, with the guidance of a preceptor. Proposed work must be outlined prior to registration. Project report required.

**Nursing M8890x or y. Individualized study in nurse anesthesia.** 1 to 6 pts

**Professor Svozil and the staff.**

Selection of a specific area of interest within the specialty of anesthesiology. With the guidance of a preceptor, intensive study is combined with clinical practice. Proposed work must be outlined before registration. Final written report is required.

**Nursing M8900y-M8901z. Anesthesia residency, I and II.  
(January through August).** 1 pt

**The staff and preceptors.**

Prerequisite: *Nursing M8870-M8871*.

Intensive integration of theory and clinical practice in anesthesia management of the neonate, pediatric, adult, obstetrical, and geriatric patient; the healthy patient as well as those with multisystems problems or disease states; patients undergoing a variety of surgical and diagnostic procedures, including cardiac and neurosurgical surgery. During the residency the student is given increasing responsibility to function independently as a nurse anesthetist and resource person under tutorial guidance. The student must complete the required minimum of 450 cases in specific categories and 800 hours of actual anesthesia time to meet the requirements of the Council on Accreditation of Educational Programs for Nurse Anesthesia. Clinical practice, teaching rounds, case presentation, and seminars with professional colleagues

# Officers of Administration

---

MICHAEL I. SOVERN, LL.B., LL.D. *President of the University*

ROBERT F. GOLDBERGER, M.D. *Provost of the University; Vice President for Health Sciences*

FRITZ R. STERN, Ph.D. *Provost of the University*

PHILIP J. SHARKEY, Ph.D. *Deputy Vice President for Health Sciences and Associate Dean for Administrative Affairs, Faculty of Medicine*

DONALD F. TAPLEY, M.D. *Dean of the Faculty of Medicine*

JOANN S. JAMANN, Ed.D. *Dean, School of Nursing*

ROBERT J. WEISS, M.D. *Dean, School of Public Health*

RACHEL MANNETTI, Ed.D. *Assistant Dean, School of Nursing*

SUSAN E. ALEXION, M.B.A. *Assistant Dean for Administration, School of Nursing*

## Faculty Council

Abramson, Maxwell	DeVivo, Darryl C.	Janecka, Ivo P.
Allendorf, Dennis J.	Dohrenwend, Barbara S.	Karlin, Arthur
Ambrose, George B.	Donn, Anthony	Katz, Michael
Andree, Ronald A.	Downey, John A.	Khanna, Shyam M.
Antunes, John L.	*Eldelman, I.S.	†King, Donald W.
Armstrong, Robert B.	Eftekhari, Nas S.	†King, Thomas C.
Atwood, Stephen J.	Ellison, Rose Ruth	Kittredge, Richard D.
Balazs, Endre A.	Emmers, Raimond	Knowlton, Abbie I.
*Bendixen, Henrik H.	Fenoglio, Cecilia M.	*Kornfeld, Donald S.
Benesch, Ruth E.	Fenoglio, John J.	Krasna, Alvin I.
Bilezikian, John	Forde, Kenneth A.	Kreisman, Dolores
Bito, Laszlo Z.	Fox, Harold	Legato, Marianne J.
Blancato, Louis S.	Garcia, Alexander	Lewis, Linda D.
Blitzer, Andrew	*Garvey, Glenda	Lisio, Arnold
Braham, Stanley	Geller, Lester M.	Mahoney, Elizabeth A.
†Brand, Leonard	Gershon, Michael	Malitz, Sidney
Branwood, A. Whitley	*Ginsberg, Harold S.	Marcus, Eric
Bredice, Marjorie A.	Glassman, Alexander H.	Martin, Eric C.
Brisman, Ronald	Gold, Arnold P.	Maylie-Pfenninger, Marie-France
Brody, Donald C.	Goldberg, Daniel J.	Milcarek, Christine
Campbell, Charles J.	Goldberger, Robert F.	Miller, Dorothy A.
*Challenor, Bernard	Greenberg, Carolyn P.	Morris, Thomas Q.
Chao, Solan	Guntaka, Ramreddy V.	Morse, Jane H.
Chess, Leonard	Harber, Leonard C.	Myers, Stanely J.
Cortell, Stanley	Heagarty, Margaret C.	Nastuk, William L.
Cunningham, Nicholas	Hodes, David S.	Neu, Harold C.
Curnen, Mary G. McCrea	Hoffman, Brian F.	Neuhaus, Barbara E.
Danilo, Peter	*Ishii, Douglas	Nicholson, John F.
Dell, Ralph B.	Jamann, JoAnn S.	Nossel, Hymie L.

\*Member of Executive Committee

†Senator

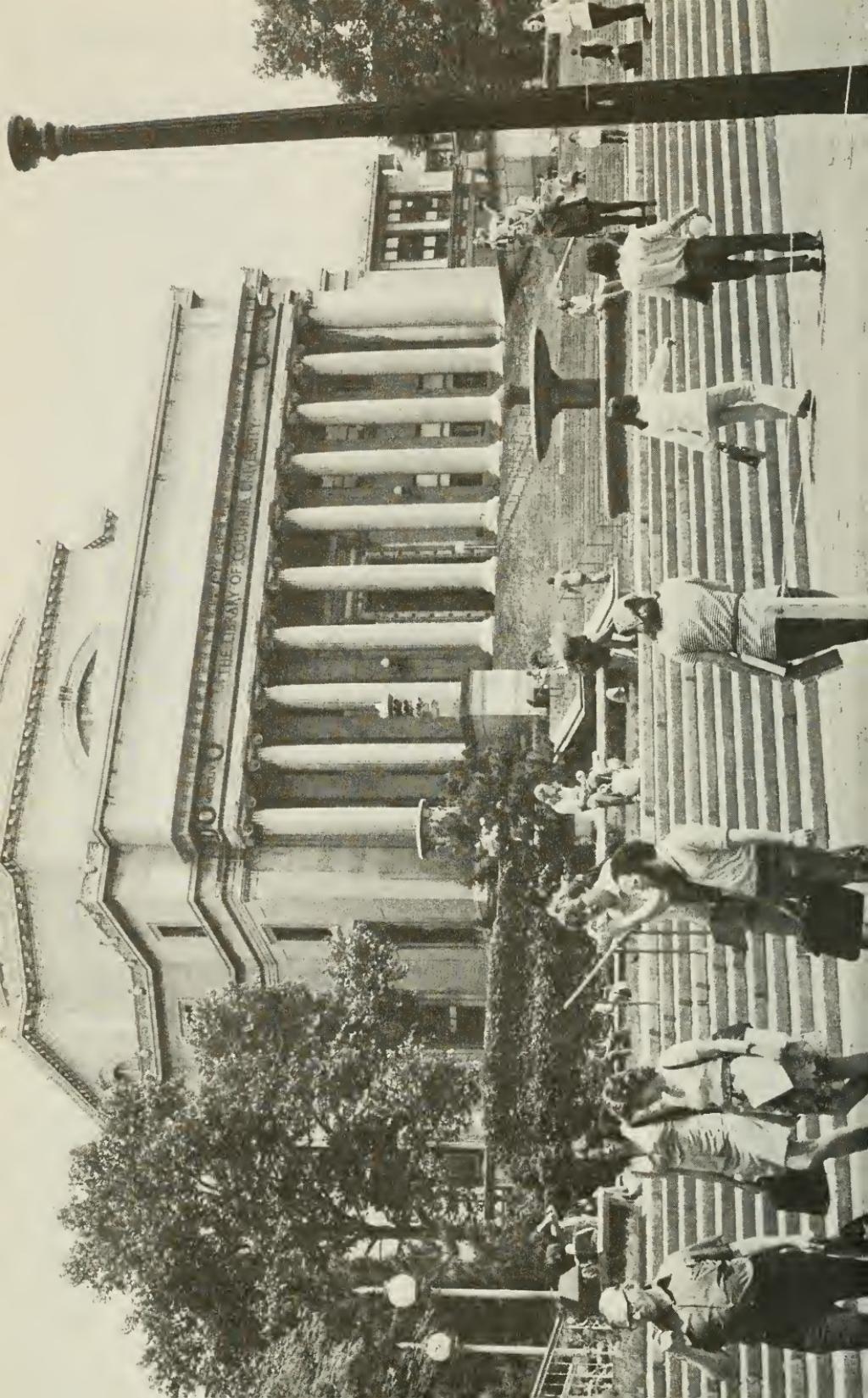
Nowygrad, Roman	Rowland, Lewis P.	Taggart, John V.
Olsson, Carl A.	Ryan, James H.	Tapley, Donald F.
Ortiz-Neu, Carmen	Sanborn, Kevin B.	Tennyson, Virginia M.
Panwar, Smriti	Schrager, Gloria O.	Turino, Gerard M.
Pedley, Timothy A.	Seaman, William B.	Vande Wiele, Raymond L.
Pernis, Benvenuto	Shaffer, David	Vosburgh, Gilbert J.
Puchner, Peter J.	Shroud, Patrick E.	Warren, Michelle P.
Rainer, John D.	Silverstein, Saul	Weiss, Robert J.
Reemtsma, Keith	Sovern, Michael I.	Willock, Marcelle M.
Rieder, Ronald O.	*Spotnitz, Henry M.	Wit, Andrew L.
Roberts, James L.	Stein, Bennett	Wolff, Marianne
Rosenfield, Allan G.	Struening, Elmer	Yudofsky, Stuart
Ross, John A.	*Symonds, Francis L., Jr.	

## Non-Voting Participants

Ashley, Charles A.	Goldstein, Rachael	Schneier, Harvey
Beekman, Robert S.	Hofmann, Frederick G.	Sharkey, Philip
†Bell, Jennifer	Iaquinta, Frank E.	Spiegelman, Sol
Bhattacharyya, Arun K.	James, Jr., William A.	Susser, Mervyn W.
Blumenfeld, Thomas	Kandel, Eric R.	Svahn, David S.
Canfield, Robert E.	Leppert, Phyllis C.	Terenzio, Joseph V.
Devlin, Raymond	Lieberman, Seymour	Thomson, Gerald
Dillon, Thomas F.	Lindsay, Robert	Wang, Stephen
Estes, Dorothy	Minogue, William F.	Wichern, Walter A.
Ferrer, Jose M.	Pierce, James A.	Williams, Alexander H.
Gambuti, Gary	Rudolph, Mae	Winick, Myron
Gates, Marguerite	Ryder, Charles T.	†Wolff, Marianne

\*Member of Executive Committee

†Senator



THE LIBRARY OF COLUMBIA UNIVERSITY

# Officers of Instruction

---

JOANN S. JAMANN. *Professor of Nursing; Dean*  
B.S.N., Pennsylvania, 1962; M.S.N., 1965; Ed.D., Lehigh, 1974

RACHEL MANNETTI. *Assistant Professor of Nursing; Assistant Dean*  
B.S., New York University, 1961; M.A., 1965; M.Ed., Columbia, 1974; Ed.D., 1980

CONSTANCE P. CLEARY. *Associate Professor of Nursing; Director of Undergraduate Program*  
B.S., New York University, 1953; M.A., Columbia, 1958; M.Ed., 1973; Ed.D., 1980

MARY O. MUNDINGER. *Assistant Professor of Nursing; Director of Graduate Program*  
B.S.N., Michigan, 1959; M.A., Columbia, 1974; Dr. P.H., 1981

JOANNE M. MERRY. *Assistant Professor of Nursing; Acting Director of Continuing Education Program*  
B.S., Boston College, 1969; M.S., State University of New York (Buffalo), 1971

## Community Health Nursing

SUSAN BOWAR-FERRES. *Associate in Clinical Nursing; Assistant Director, Loeb Center for Nursing and Rehabilitation*  
B.S., St. Teresa, 1965; M.S., Adelphi, 1970

JEANNE BROSSART. *Assistant Professor of Nursing*  
B.A., Mount Holyoke, 1956; M.Ed., Columbia, 1966; Ed.D., 1973

MELANIE C. DREHER. *Assistant Professor of Nursing in Public Health*  
B.S., Long Island, 1967; Ph.D., Columbia, 1977

CHARMAINE J. FITZIG. *Assistant Professor of Nursing; Chairperson—Division of Community Health Nursing*  
B.S., Cornell, 1957; M.S., Hunter, 1963; M.P.H., Columbia, 1965; Dr.P.H., 1980

LOIS ACKERMANN GRAU. *Assistant Professor of Nursing in Public Health*  
B.S.N., Marquette, 1968; M.S., Wisconsin (Milwaukee), 1976; Ph.D., 1979

LUCIE S. KELLY. *Professor of Nursing in Public Health*  
B.S.N., Pittsburgh, 1947; M.Litt., 1957; Ph.D., 1965

MURIEL F. KNEESHAW. *Assistant Professor of Nursing*  
B.S.N., Western Ontario, 1966; M.Ed., Columbia, 1971; Ed.D., 1981

DOREEN A. KOLDITZ. *Assistant Professor of Clinical Nursing; Assistant Director, Loeb Center for Nursing and Rehabilitation*  
B.S., Columbia, 1957; M.A., 1961; M.Ed., 1973; Ed.D., 1975

NONCEBA L. LUBANGA. *Associate in Clinical Nursing; Health Services Coordinator, Talbot Perkins Children's Services*  
B.A., Marymount Manhattan, 1975; M.P.H., Columbia, 1978

MARY O. MUNDINGER. *Assistant Professor of Nursing; Director of Graduate Program*  
B.S.N., Michigan, 1959; M.A., Columbia, 1974; Dr. P.H., 1981

SMRITI PANWAR. *Assistant Professor of Nursing*  
B.S.N., Delhi (India), 1953; M.S.N., Boston, 1966; M.Ed., Columbia, 1974; Ed.D., 1977

CAROLINE PENDZICK. *Associate in Clinical Nursing; Nurse Educator, Helen Hayes Hospital*  
B.S.N., State University of New York (Stony Brook), 1976; M.A., New York University, 1979

## Gerontology

CONSTANCE P. CLEARY. *Associate Professor of Nursing; Director of Undergraduate Program*

B.S., New York University, 1953; M.A., Columbia, 1958; M.Ed., 1973; Ed.D., 1980

JOANN S. JAMANN. *Professor of Nursing; Dean*

B.S.N., Pennsylvania, 1962; M.S.N., 1965; Ed. D., Lehigh, 1974

RACHEL MANNETTI. *Assistant Professor of Nursing; Assistant Dean*

B.S., New York University, 1961; M.A., 1965; M.Ed., Columbia, 1974; Ed.D., 1980

EILEEN QUINLAN. *Associate in Nursing*

B.S.N., Cornell, 1973; M.S., Yale, 1978. Certified adult nurse practitioner; certified gerontological nurse practitioner

MARJORIE M. RAMPHAL. *Professor of Clinical Nursing*

B.S., Cincinnati, 1954; M.S., California (Los Angeles), 1956; Ed.D., Columbia, 1964

## Maternal-Child Health Nursing

### Maternity Nursing

DORIS BARKER. *Instructor in Clinical Nursing; Director, Nurse-Midwifery Service, The Presbyterian Hospital, Center for Women and Children*

B.A., Jersey City State, 1967; M.S., Columbia, 1968. Certified nurse-midwife

LINDA K. BAXTER. *Instructor in Clinical Nursing; Assistant Director of Nursing, Downstate Medical Center*

B.S.N., Cornell, 1970; M.S.N., Columbia, 1973. Certified nurse-midwife

MARJORIE A. BREDICE. *Assistant Professor of Nursing*

B.S., Columbia, 1960; M.S., Boston, 1965

BARBARA A. BRENNAN. *Instructor in Clinical Nursing; Director, Nurse-Midwifery Service, St. Luke's-Roosevelt Hospital Center*

B.S., Fairleigh Dickinson, 1970. Certified nurse-midwife

KATHLEEN A. BUCKLEY. *Associate in Nursing*

B.S., Cornell, 1970; M.S., Yale, 1976. Certified nurse-midwife

GLORIA CALLENDER-GREEN. *Instructor in Clinical Nursing; Senior Nurse-Midwife, The Presbyterian Hospital*

B.S., St. Francis (New York), 1974; M.S., Hunter, 1976. Certified nurse-midwife

NANCY CAMPAU. *Instructor in Clinical Nursing; Assistant Director of Nursing, Downstate Medical Center*

B.S.N., Wayne State, 1966; M.S.N., 1968. Certified nurse-midwife

RUTH E. CLARK. *Instructor in Clinical Nursing; Staff Nurse-Midwife, St. Luke's-Roosevelt Hospital Center*

B.A., Marymount Manhattan, 1976. Certified nurse-midwife

BARBARA J. DECKER. *Assistant Professor of Nursing*

B.S., Columbia, 1960; M.A., 1973; C.N.M., Downstate Medical Center, 1975. Certified nurse-midwife

NANCY DEVORE. *Instructor in Clinical Nursing; Director, Nurse-Midwifery Service, Albert Einstein Medical Center*  
B.S., Vermont, 1964; M.S., Washington (St. Louis), 1966; M.S., Columbia, 1976. Certified nurse-midwife

THERESE A. DONDERO. *Instructor in Clinical Nursing; Director, Nurse-Midwifery Service, North Central Bronx Hospital*  
B.S.N., Long Island, 1967; C.N.M., Mississippi, 1974. Certified nurse-midwife

JEANNE H. KOBRTZ. *Instructor in Clinical Nursing; Staff Nurse-Midwife, St. Luke's-Roosevelt Hospital Center*  
B.S., Maine, 1970; M.S., Columbia, 1972. Certified nurse-midwife

NANCY W. KULB. *Associate in Nursing*  
B.S.N., Florida State, 1973; M.S., Columbia, 1975. Certified nurse-midwife

RONNIE S. LICHTMAN. *Associate in Nursing*  
B.S., Hunter, 1976; M.S., Columbia, 1977. Certified nurse-midwife

JOANNE P. MIDDLETON. *Instructor in Clinical Nursing; Director, Nurse-Midwifery Service, Downstate Medical Center*  
B.S.N., Boston College, 1967; M.S., Columbia, 1969. Certified nurse-midwife

SUSAN P. PAPER. *Associate in Clinical Nursing*  
B.S.N., Cornell, 1971; M.S.N., Columbia, 1976. Certified nurse-midwife

KATHLEEN E. POWDERLY. *Associate in Nursing*  
B.S.N., Niagara, 1972; M.S.N., Yale, 1975. Certified nurse-midwife

CARLETHER G. ROBINSON. *Instructor in Clinical Nursing; Neonatal Clinical Specialist, Harlem Hospital*  
B.S., State University of New York (Stony Brook), 1977; M.S., Columbia, 1980

SISTER M. ROSE CARMEL SCALONE. *Associate in Nursing*  
B.S., Misericordia, 1965; B.S., Cornell, 1973; M.P.H., Johns Hopkins, 1977. Certified nurse-midwife

ANNE STEIN. *Instructor in Clinical Nursing; Staff Nurse-Midwife, St. Luke's-Roosevelt Hospital Center*  
B.S., Hunter, 1971; M.S., Columbia, 1977. Certified nurse-midwife

SANDRA A. WOODS. *Instructor in Clinical Nursing; Staff Nurse-Midwife, St. Luke's-Roosevelt Hospital Center*  
B.S.N., Dillard, 1966; M.S., Columbia, 1974. Certified nurse-midwife

## Pediatric Nursing

DOROTHY ALLBRITTEN. *Associate in Nursing*  
B.S., Wayne State, 1970; M.S.N., Seton Hall, 1978. Certified pediatric nurse practitioner

JANE C. ANDERSON. *Associate in Clinical Nursing; Clinical Nurse Specialist, The Presbyterian Hospital, Center for Women and Children, Babies Hospital*  
B.S.N., Minnesota, 1964; M.S.N., Lehman, 1978

SUSAN C. BLUMENTHAL-EPSTEIN. *Instructor in Clinical Nursing; Clinical Nurse Specialist in Pediatric Pulmonary Care, Mount Sinai Medical Center*  
B.S., Adelphi, 1973; M.A., Columbia, 1976; M.S., Pittsburgh, 1978

CAROL S. BROWN. *Instructor in Clinical Nursing; Pediatric Nurse Practitioner, The Presbyterian Hospital, Vanderbilt Clinic*  
B.S., Columbia, 1971; M.S., 1980. Certified pediatric nurse practitioner

SARAH S. COOK. *Associate in Clinical Nursing*  
B.S.N., Michigan, 1962; M.Ed., Columbia, 1969

DANIELA M. DREW. *Instructor in Nursing*  
B.S.N., Boston, 1973; M.S., New York University, 1977

MARGARET J. GREY. *Associate in Nursing*  
B.S., Pittsburgh, 1970; M.S., Yale, 1976. Certified pediatric nurse practitioner

DOLORES C. JACKSON. *Assistant Professor of Nursing; Acting Chairperson, Division of Maternal-Child Nursing*  
B.S., Columbia, 1952; M.A., 1957; P.N.P., Presbyterian Hospital, 1975

NANCY E. JONES. *Associate in Nursing*  
B.S., Columbia, 1969; P.N.P., Presbyterian Hospital, 1974; M.P.H., Columbia, 1975.  
Certified pediatric nurse practitioner

GERALDINE LO BIONDO-WOOD. *Associate in Nursing*  
B.S., Rochester, 1974; M.S., 1979

JANE E. McCONVILLE. *Assistant Professor of Clinical Nursing; Associate Director of Maternal-Child Nursing, The Presbyterian Hospital, Center for Women and Children*  
B.S., Columbia, 1951; M.A., 1959

AUDREY RESNICK-FENDELL. *Associate in Nursing*  
B.S., Syracuse, 1976; M.S., Columbia, 1980

LINDA J. RUSSO. *Associate in Nursing*  
B.S., Columbia, 1972; M.A., New York University, 1977

## Medical-Surgical Nursing

LENORE M. APPENZELLER. *Associate Professor of Clinical Nursing; Vice President for Nursing, St. Luke's-Roosevelt Hospital Center*  
B.A., Marymount Manhattan, 1975; M.P.S., C.W. Post, 1979

SUSAN L. BLIZZARD. *Instructor in Clinical Nursing; Anesthesia Clinical Instructor, St. Luke's-Roosevelt Hospital Center*  
B.S., Columbia, 1976. Certified registered nurse anesthetist

JUDITH M. COX. *Instructor in Clinical Nursing; Anesthesia Clinical Instructor, St. Luke's-Roosevelt Hospital Center*  
B.S., Fairleigh Dickinson, 1968. Certified registered nurse anesthetist

THERESA M. DODDATO. *Associate in Clinical Nursing; Anesthesia Instructor, St. Luke's-Roosevelt Hospital Center*  
B.S., Marymount Manhattan, 1973; M.A., Columbia, 1979. Certified registered nurse anesthetist

MARY ALICE DONIUS. *Instructor in Clinical Nursing*  
B.S., D'Yonville, 1969; M.Ed., Columbia, 1980

DOLORES A. FERNANDEZ. *Associate in Nursing*  
B.A., Hunter, 1953; B.S., Columbia, 1956; M.S., Hunter, 1965

JEAN PIERI FLYNN. *Associate in Clinical Nursing*  
B.S., Rochester, 1964; M.A., Columbia, 1977; M.Ed., 1977

MARTHA E. HABER. *Associate Professor of Clinical Nursing; Vice President for Nursing, The Presbyterian Hospital*  
B.S., Columbia, 1949; M.A., 1959

CAROLINE E. HOWELL. *Instructor in Clinical Nursing; Anesthesia Instructor, St. Luke's-Roosevelt Hospital Center*  
B.S., St. Francis (New York), 1976; M.A., Columbia, 1980. Certified registered nurse anesthetist

ANNE E. KELLETT. *Assistant Professor of Nursing*  
B.S., Fordham, 1951; B.S., Columbia, 1957; M.A., New York University, 1972

CLAUDIA B. LA TOUCHE. *Instructor in Clinical Nursing; Adult Nurse Practitioner, St. Luke's-Roosevelt Hospital Center*  
B.S., St. Joseph's, 1976; M.P.H., Columbia, 1978. Certified adult nurse practitioner

PHYLLIS A. LISANTI. *Associate in Nursing*  
B.S.N., Pennsylvania, 1961; M.S.N., Hunter, 1978

ELIZABETH A. MAHONEY. *Assistant Professor of Nursing*  
B.S., Boston College, 1963; M.S., Hunter, 1967; M.Ed., Columbia, 1977; Ed.D., 1980

HELEN R. MELLETT. *Associate in Nursing*  
B.S., Hunter, 1968; F.N.P., Cornell, 1974; M.A., Columbia, 1977. Certified adult nurse practitioner

ASTRID NAMAROFF. *Associate in Nursing*  
B.S.N., Hunter, 1960; M.S.N., 1979; A.N.P., Yeshiva, 1974. Certified adult nurse practitioner

BETTY J. SMITH. *Instructor in Clinical Nursing; Chief Nurse Anesthetist, The Presbyterian Hospital*  
B.S., St. Francis (New York), 1976. Certified registered nurse anesthetist

MARY D. SMITH. *Assistant Professor of Nursing*  
B.S.Ed., State College at Fitchburg (Massachusetts), 1958; M.Ed., Columbia, 1969

ELSIE SVOZIL. *Assistant Professor of Clinical Nursing; Director of Nurse Anesthesia Services, St. Luke's-Roosevelt Hospital Center*  
B.A., Fordham, 1973; M.A., Columbia, 1980. Certified registered nurse anesthetist

LORETTA A. VERDISCO. *Assistant Professor of Clinical Nursing; Chairperson, Division of Medical-Surgical Nursing; Adjunct Clinician, The Presbyterian Hospital*  
B.S., Columbia, 1958; M.A., 1964

AURORA D. VILLAFUERTE. *Assistant Professor of Nursing*  
B.S., Philippines, 1959; M.S., Catholic, 1967; M.Ed., Columbia, 1977

GALE M. WALDMAN. *Assistant Professor of Clinical Nursing; Adult Nurse Practitioner, Mount Sinai Associates in Medicine*  
B.A., City College (New York), 1974; M.S., State University of New York (Stony Brook), 1978. Certified adult nurse practitioner

KENNETH ZWOLSKI. *Instructor in Nursing; Clinical Preceptor, St. Luke's-Roosevelt Hospital Center*  
B.S., Manhattan, 1970; M.S., Fordham, 1971; B.S., Columbia, 1978; M.A., 1981

## Psychiatric-Mental-Health Nursing

PENELOPE R. BUSCHMAN. *Associate in Clinical Nursing; Administrative Nurse Clinician, The Presbyterian Hospital*  
B.A., Wheaton, 1962; B.S., Columbia, 1964; M.S., Boston, 1967. Certified child psychiatric nurse specialist

ELIZABETH W. CARTER. *Assistant Professor of Nursing*  
B.S., Western Reserve, 1958; M.S., Rutgers, 1962; Dr. P.H., Columbia, 1981

CHERRILL W. COLSON. *Instructor in Nursing*  
B.S.N., Michigan, 1963; M.A., New York University, 1974

SUSAN DISBROW. *Associate in Nursing*  
B.S.N., Delaware, 1971; M.S., Rutgers, 1973. Certified psychiatric nurse specialist

ANN M. EARLE. *Professor of Nursing; Chairperson—Division of Psychiatric-Mental-Health Nursing*  
B.S., New York University, 1952; Ed.D., 1969

MARY ANN FELDSTEIN. *Associate in Nursing*  
B.S., Cornell, 1964; M.A., New York University, 1974. Certified child psychiatric nurse specialist

EURA M. LENNON. *Assistant Professor of Nursing*  
B.S., Tuskegee Institute, 1961; M.S., Rutgers, 1965

FLORENCE M. PARKER. *Associate in Clinical Nursing; Clinical Specialist—Psychiatry, Liaison Child Psychiatry, St. Luke's-Roosevelt Hospital Center*  
B.S., Mount St. Vincent, 1950; M.A., New York University, 1973. Certified child psychiatric nurse specialist

PAULA G. PEARSON. *Instructor in Nursing; Administrative Nurse Clinician, The Presbyterian Hospital*  
B.A., Skidmore, 1969; B.S., Columbia, 1971; M.A., New York University, 1975

ELSA POSLUSNY. *Associate Professor of Clinical Nursing*  
B.S., Hunter, 1957; M.A., Columbia, 1958; Ed.D., 1979

DIANE WATTENMAKER. *Instructor in Nursing; Director of Nursing, New York State Psychiatric Institute*  
B.S., Columbia, 1966; M.Ed., 1975

## **Sciences: Biological and Physical**

ELLEN R. BATT. *Lecturer (Part-time)*  
B.A., Barnard, 1956; M.A., Columbia, 1959; Ph.D., 1967

CAROLYN BLAIR STANEK.. *Lecturer (Part-time)*  
B.A., Mount Holyoke, 1962; Ph.D., Pennsylvania, 1972

## **Officers of Instruction from Other Departments of the University**

### **The Basic Medical Sciences**

HAROLD S. GINSBERG, M.D. *Borne Professor of Microbiology; Chairman, Department of Microbiology*

BRIAN F. HOFFMAN, M.D. *Hosack Professor of Pharmacology; Chairman, Department of Pharmacology*

JOHN V. TAGGART, M.D. *Dalton Professor of Physiology; Chairman, Department of Physiology*

## Dental and Oral Surgery

ALLAN FORMICOLA, D.D.S., M.S. *Professor of Dentistry; Dean of the Faculty of Dental and Oral Surgery*

## Dermatology

LEONARD C. HARBER, M.D. *Professor of Dermatology; Chairman, Department of Dermatology*

## Medicine and Surgery

THOMAS Q. MORRIS, M.D. *Professor of Medicine; Acting Chairman, Department of Medicine*

KEITH REEMTSMA, M.D. *Valentine Mott Professor and Johnson & Johnson Distinguished Professor of Surgery; Chairman, Department of Surgery*

## Neurology

LEWIS P. ROWLAND, M.D. *Moses Professor of Neurology; Chairman, Department of Neurology*

## Obstetrics and Gynecology

RAYMOND L. VANDE WIELE, M.D. *Rappleye Professor of Obstetrics and Gynecology; Chairman, Department of Obstetrics and Gynecology*

MEREDITH F. SIRMANS, M.D. *Assistant Professor of Clinical Obstetrics and Gynecology*

## Ophthalmology

CHARLES J. CAMPBELL, M.D. *Edward S. Harkness Professor of Ophthalmology; Chairman, Department of Ophthalmology*

## Orthopedic Surgery

ALEXANDER GARCIA, M.D. *Stinchfield Professor of Clinical Orthopedic Surgery; Acting Chairman, Department of Orthopedic Surgery*

## Pediatrics

MICHAEL KATZ, M.D. *Carpenter Professor of Pediatrics; Professor of Public Health (Tropical Medicine); Chairman, Department of Pediatrics*

BRUCE BEEBER, M.D. *Staff Associate in Pediatrics*

## Psychiatry

SIDNEY MALITZ, M.D. *Professor of Clinical Psychiatry; Acting Chairman, Department of Psychiatry*

HARLOW D. DUNTON, M.D. *Professor of Clinical Psychiatry*

IVAN GOLDBERG, M.D. *Associate in Clinical Psychiatry*

## Psychology

STANLEY SCHACHTER. *Robert Johnson Niven Professor of Social Psychology (Faculty of the Graduate School of Arts and Sciences, in the Natural Sciences)*

RICHARD CHRISTIE. *Professor of Social Psychology (Faculty of the Graduate School of Arts and Sciences, in the Natural Sciences)*

## Public Health

ROBERT J. WEISS, M.D. *DeLamar Professor of Public Health; Chairman of the Department*

MERVYN W. SUSSER, M.D., B.Ch. *Sergievsky Professor of Public Health (Epidemiology)*

W. HENRY SEBRELL, Jr., M.D. *Special Lecturer in Public Health Nutrition*

GLORIA L. A. DAMMANN. *Special Lecturer in Public Health Nursing*

## Student Services Administrative Staff

### School of Nursing

ROSEMARY L. ASH, M.A. *Director of Student and Alumni Affairs*

ELIZABETH CARTER, Dr.P.H. *Acting Director of Admissions*

ELSIE LOGAN, B.A. *Director of Student Financial Aid*

### Health Sciences Campus

GEORGE SUSKO, B.A. *Associate Registrar of the University*

MEREDITH WRIGHT. *Bursar*

# Columbia University Nursing Consortium

---

The Mary Imogene Bassett Hospital, Cooperstown, N.Y.  
Director of Nursing: Alberta A. Bowes

Harlem Hospital Center  
Acting Director of Nursing: Ruth Wormsley

Helen Hayes Hospital, West Haverstraw, N.Y.  
Director of Nursing: Joan Tredler

Morristown Memorial Hospital, Morristown, N.J.  
Director of Nursing: Nora Corcoran

New York State Psychiatric Institute  
Director of Nursing: Diane Wattenmaker

Overlook Hospital, Summit, N.J.  
Director of Nursing: Mary Lindner

Presbyterian Hospital  
Vice President for Nursing: Marthe E. Haber

Visiting Nurse Service of New York  
Executive Director: Anne-Marie Thom  
Director of Education: lone Carey

St. Luke's-Roosevelt Hospital Center  
Vice President for Nursing: Lenore Appenzeller  
Assistant Vice Presidents for Nursing: Irene McEachen, St. Luke's site; Helen Van Shea,  
Roosevelt site

## Other Clinical Facilities

Fashion Institute Health Service  
Supervisor, Nurse Practitioner: Kay Leslie

Isabella Geriatric Center  
Director, Nursing Services: Zenaida Macias

Loeb Center for Nursing and Rehabilitation  
Director: Genrose J. Alfano

Talbot Perkins Childrens' Services  
Health Services Coordinator: Nonceba L. Lubanga

# Academic Calendar, 1982-1984

---

## Major Religious Holidays

For a statement of University policy regarding holidays and applicable dates for each academic year, see *Registration, Expenses, and Other Information—Regulations*.

Some of the major holidays occurring on weekdays are shown below. The Jewish holy days begin at sundown of the preceding day.

### 1982-1983

Thursday, July 22	Id al Fitri
Saturday, September 18	Rosh Hashanah
Monday, September 27	Id al Adha
Monday, September 27	Yom Kippur
Saturday, October 2	First days of Succoth
Saturday, October 9	Concluding days of Succoth
Tuesday, Wednesday, March 29, 30	First days of Passover
Monday, Tuesday, April 4, 5	Concluding days of Passover
Friday, April 1	Good Friday
Wednesday, Thursday, May 18, 19	Shavuoth

### 1983-1984

Thursday, Friday, September 8, 9	Rosh Hashanah
Saturday, September 17	Yom Kippur
Thursday, Friday, September 22, 23	First days of Succoth
Thursday, Friday, September 29, 30	Concluding days of Succoth
Tuesday, Wednesday, April 17, 18	First days of Passover
Monday, Tuesday, April 23, 24	Concluding days of Passover
Friday, April 20	Good Friday
Wednesday, Thursday, June 6, 7	Shavuoth
Not yet announced	Id al Fitri
Not yet announced	Id al Adha

## Autumn Term 1982

A **late fee** must be paid by students who apply or reapply **after Monday, August 2**, for all degrees to be awarded in October.

A **late fee** must be paid by students allowed to register **after Friday, September 3**.

A **late fee** must be paid by students who apply or reapply **after Friday, November 5**, for all degrees to be awarded in January.

### AUGUST

2 Monday. Last day to apply or reapply for all October degrees (see September 9).

### SEPTEMBER

6 **Monday. Labor Day. Holiday.**

7 Tuesday. Orientation for junior and graduate students.

7-8 Tuesday-Wednesday. Registration for the autumn term.

**SEPTEMBER**

- 9 Thursday. Autumn term classes begin.
- 9 Thursday. Last day to file *late* application for October degrees.
- 13 Monday. First day to change programs and to apply to audit courses.
- 17 Friday. Last day to change programs and to apply to audit courses. **No adjustments of fees for individual courses dropped after this date.**

**OCTOBER**

- 27 Wednesday. Award of October degrees.

**NOVEMBER**

- 1 Monday. Academic holiday.
- 2 **Tuesday. Election Day. Holiday.**
- 5 Friday. Last day to apply or reapply for January degrees (see December 10).
- 18 Thursday. Last day to drop courses.
- 25-28 **Thursday-Sunday. Thanksgiving holidays.**

**DECEMBER**

- 10 Friday. Last day to file *late* application for January degrees.
- 15 Wednesday. Last day of classes.
- 16 Thursday. Study day.
- 17-23 Friday-Thursday. Examination period.
- 23 Thursday. Autumn term ends.
- 24 **Friday, through January 19, 1983, Wednesday. Winter Holidays.**

**Spring Term 1983**

A **late fee** must be paid by students allowed to register **after Friday, January 21.**

A **late fee** must be paid by students who apply or reapply **after Monday, February 21,** for all degrees to be awarded in May.

**JANUARY**

- 3 Monday. Nurse Anesthesia Residency begins.
- 20-21 Thursday-Friday. Registration for spring term.
- 24 Monday. Spring term classes begin.
- 26 Wednesday. Award of January degrees.
- 27 Thursday. First day to change programs and to apply to audit courses.

**FEBRUARY**

- 2 Wednesday. Last day to change programs and to apply to audit courses. **No adjustment of fees for individual courses dropped after this date.**

## FEBRUARY

- 21 **Monday. Washington's Birthday observed. Academic holiday.**  
21 Monday. Last day to apply or reapply for May degrees (see April 1).

## MARCH

- 6 Sunday. Annual Commemoration Service in St. Paul's Chapel.  
13-20 **Sunday-Sunday. Spring holidays.**  
24 Thursday. Last day to drop courses.

## APRIL

- 1 Friday. Last to file *late* application for May degrees.

## MAY

- 4 Wednesday. Last day of classes.  
5 Thursday. Study day.  
6-13 Friday-Friday. Examination period.  
13 Friday. Spring term ends.

## Commencement 1983

## MAY

- 15 Sunday. Baccalaureate Service.  
17 **Tuesday. Conferring of degrees.**

## Summer Term 1983

## MAY

- 20 Friday. Registration for summer term.  
23 Monday. Classes begin for the twelve-week summer term.  
30 **Monday. Memorial Day observed. Holiday.**

## AUGUST

- 1 Monday. Last day to apply or reapply for all October degrees (see September 7).  
12 Friday. Twelve-week summer term ends.  
26 Friday. Nurse Anesthesia Residency ends.

## Autumn Term 1983

A **late fee** must be paid by students who apply or reapply **after Monday, August 1**, for all degrees to be awarded in October.

A **late fee** must be paid by students allowed to register **after Friday, September 2.**

A **late fee** must be paid by students who apply or reapply **after Friday, November 4,** for all degrees to be awarded in January.

## SEPTEMBER

- 1 Thursday. Orientation for junior and graduate students.
- 1-2 Thursday-Friday. Registration for the autumn term.
- 5 **Monday. Labor Day. Holiday.**
- 6 Tuesday. Autumn term classes begin.
- 7 Wednesday. Last day to file *late* application for October degrees.
- 12 Monday. First day to change programs and to apply to audit courses.
- 16 Friday. Last day to change programs and to apply to audit courses. **No adjustments of fees for individual courses dropped after this date.**

## OCTOBER

- 26 Wednesday. Award of October degrees.

## NOVEMBER

- 4 Friday. Last day to apply or reapply for January degrees (see December 9).
- 7 Monday. Academic holiday.
- 8 **Tuesday. Election Day. Holiday.**
- 17 Thursday. Last day to drop courses.
- 24-27 **Thursday-Sunday. Thanksgiving holidays.**

## DECEMBER

- 9 Friday. Last day to file *late* application for January degrees.
- 12 Monday. Last day of classes.
- 13 Tuesday. Study day.
- 14-21 Wednesday-Wednesday. Examination period.
- 21 Wednesday. Autumn term ends.
- 22 **Thursday, through January 17, 1984, Tuesday. Winter hoidays.**

## Spring Term 1984

A **late fee** must be paid by students allowed to register **after Friday, January 20.**

A **late fee** must be paid by students who apply or reapply **after Monday, February 20,** for all degrees to be awarded in May.

## JANUARY

- 2 Monday. Nurse Anesthesia Residency begins.
- 19 20 Thursday Friday. Registration for spring term.

**JANUARY**

- 23 Monday. Spring term classes begin.  
25 Wednesday. Award of January degrees.  
26 Thursday. First day to change programs and to apply to audit courses.

**FEBRUARY**

- 1 Wednesday. Last day to change programs and to apply to audit courses. **No adjustment of fees for individual courses dropped after this date.**

20 **Monday. Washington's Birthday observed. Academic holiday.**

- 20 Monday. Last day to apply or reapply for May degrees (see April 2).

**MARCH**

- 4 Sunday. Annual Commemoration Service in St. Paul's Chapel.

**11-18 Sunday-Sunday. Spring holidays.**

- 22 Thursday. Last day to drop courses.

**APRIL**

- 2 Monday. Last day to file *late* application for May degrees.

**MAY**

- 2 Wednesday. Last day of classes.  
3 Thursday. Study day.  
4-11 Friday-Friday. Examination period.  
11 Friday. Spring term ends.

**Commencement 1984****MAY**

- 13 Sunday. Baccalaureate Service.  
16 **Wednesday. Conferring of degrees.**

**Summer Term 1984****MAY**

- 18 Friday. Registration for summer term.  
21 Monday. Classes begin for the twelve-week summer term.  
28 **Monday. Memorial Day observed. Holiday.**

**AUGUST**

- 10 Friday. Twelve-week summer term ends.  
24 Friday. Nurse Anesthesia Residency ends.

Final admissions materials will be sent upon receipt of the application card below. Please complete the application card and return with application fee of \$25 made payable to COLUMBIA UNIVERSITY to: Office of Admissions, School of Nursing, 630 West 168th Street, New York, New York 10032. PLEASE PRINT OR TYPE.

(CUT HERE)

**SCHOOL OF NURSING                    COLUMBIA UNIVERSITY                    OFFICE OF ADMISSIONS**

Complete and return with check or money order for \$25 made payable to COLUMBIA UNIVERSITY to: Office of Admissions, Columbia University, School of Nursing, 630 West 168th Street, New York, New York 10032.  
The application fee is not refundable.

Application for Admission for September 19\_\_\_\_, January 19\_\_\_\_, May 19\_\_\_\_, Part I

BACCALAUREATE DEGREE

NON-DEGREE: Undergraduate \_\_\_\_ Graduate

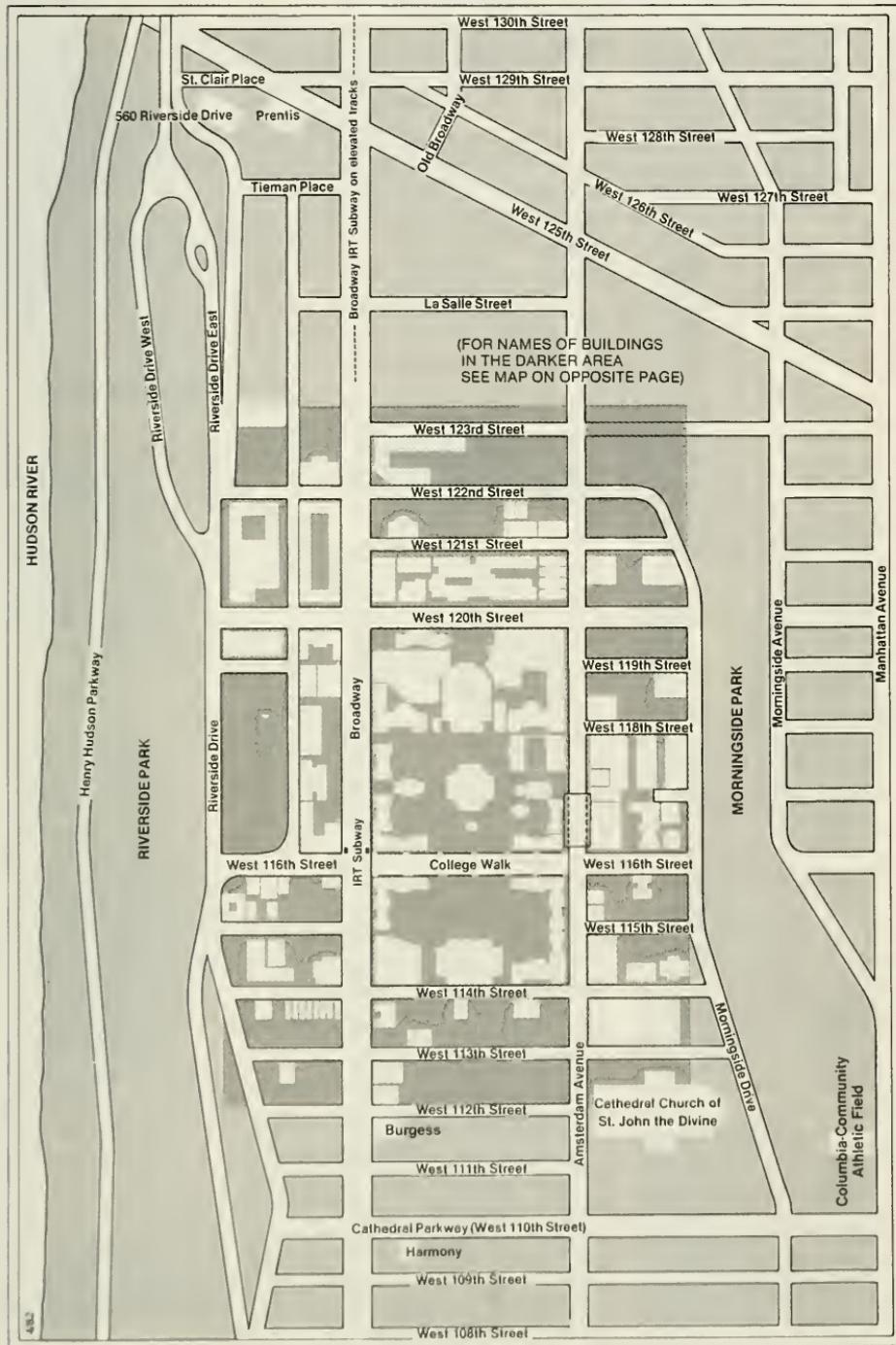
MASTER'S DEGREE  
Indicate clinical specialty \_\_\_\_\_

**PLEASE  
PRINT OR  
TYPE**

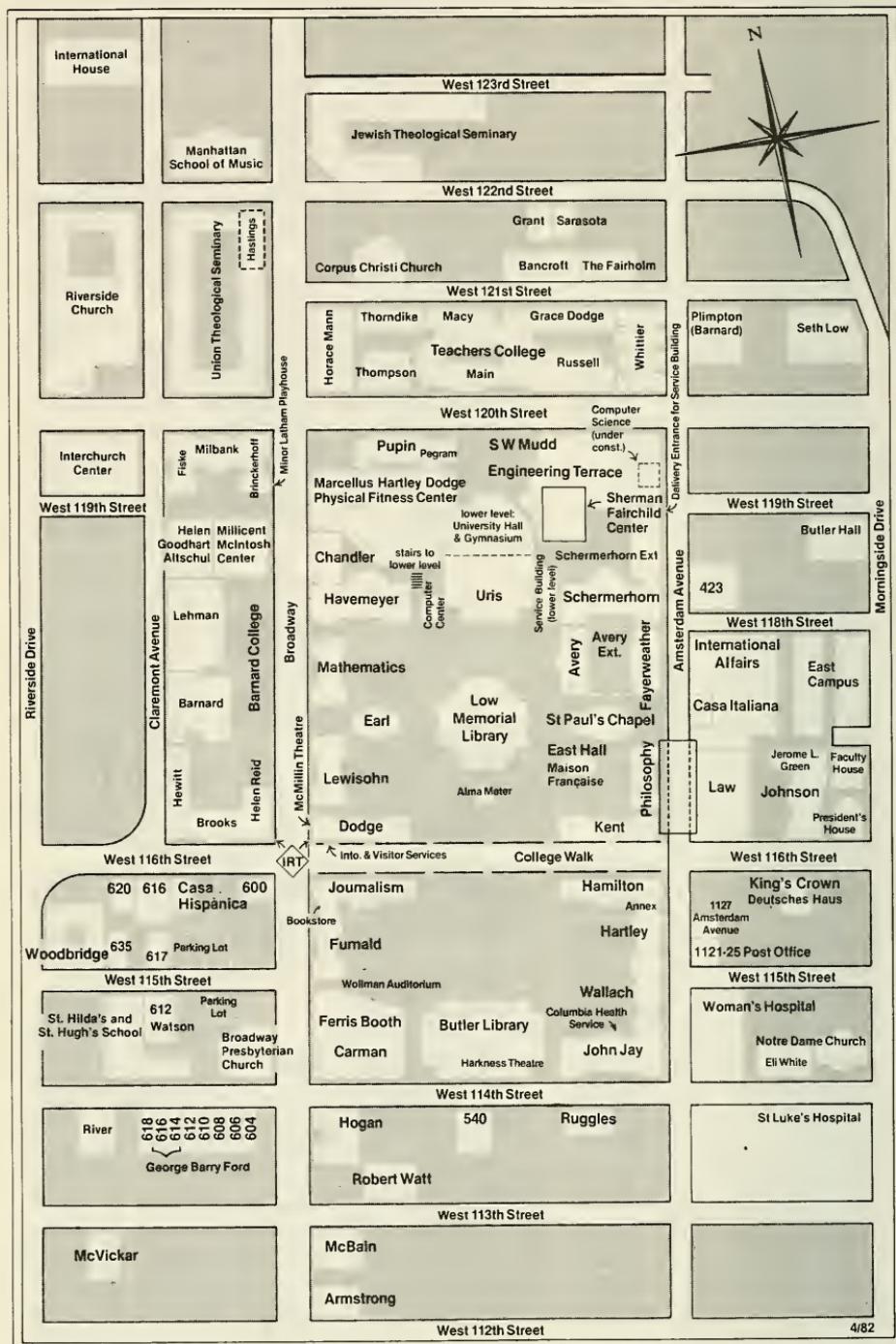
Name _____	Last _____	First _____	Middle _____	Soc. Sec. No. _____	Telephone (____) _____
Present Address _____	Street _____	City _____	State _____	Zip _____	Telephone—Work (____) _____
Permanent Address _____	City _____	State _____	Zip _____	Telephone (____) _____	Telephone (____) _____
Registered Nurse License No. (if applicable) _____	City _____	State _____	Zip _____	State _____	Year _____
Colleges Attended _____	If registered in school under any other name, please give such names here. _____	Degree _____	Year _____		



# The Morningside Heights Area of New York City



# The Morningside Campus & Environs





0062263420

**Columbia Presbyter  
Columbia University**  
HEALTH SCIENCES CAMPUS



- 11 Alumni Auditorium
- 3 Augustus Long Library
- 8 Dana W Atchley Pavilion
- 18 The Babies Hospital
- 21 Babies Hospital Research, Teaching, and Office Addition
- 2 Bard Hall Medical Student Residence
- 1 Bard Haven Towers
- 10 William Black Medical Research Building
- 3 Cancer Center/Institute of Cancer Research
- 24 Central Service Building
- 12 College of Physicians and Surgeons
- 26 Center for Community Health Systems
- 13 School of Dental and Oral Surgery
- 9 Georgian Nurses Residence
- 22 Edward S. Harkness Eye Institute
- 23 Eye Institute Research Laboratories
- 7 Harkness Memorial Hall
- 16 Harkness Pavilion
- 20 Pauline A. Hartford Memorial Chapel
- 3 Julius and Armand Hammer Health Sciences Center
- 3 Institute of Human Nutrition
- 2/12 International Institute for the Study of Human Reproduction
- 6 Anna C. Maxwell Hall, School of Nursing Residence
- 5 The Neurological Institute of New York
- 6 School of Nursing
- 25 Parking facilities
- 17 Presbyterian Hospital New York Orthopedic Hospital Sloane Hospital for Women Squier Urological Clinic
- 4 New York State Psychiatric Institute
- 4 Psychoanalytic Clinic
- 15 School of Public Health
- 19 Radiotherapy Center
- 13 Vanderbilt Clinic
- 14 Vanderbilt Clinic Addition

Columbia University  
School of Nursing  
Office of Admissions  
179 Ft. Washington Avenue  
New York, N.Y. 10032